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Education of Deaf Mutes.

By MARY RICHARDS GRAY.

The question, Which is the worse affliction, blindness or deafness, followed as it must be by mutism? is often asked. Those who have had wide experience in teaching afflicted persons say that blindness is much less of a trial than deafness. Blindness operates most disadvantageously upon the physical part of man; deafness upon his mental and moral condition. The deaf and dumb have the advantage in the use of their physical powers, the blind in their capability of mental development and the acquisition of the knowledge of moral principles. Dr. Howe, who gained such wide renown for his success in educating Laura Bridgman, the blind deaf mute, says: "Hundreds and thousands of blind persons are found who are in intimate relations with seeing people, and some in every age have risen to eminence in music, letters, legislation, and politics, while there is hardly one deaf mute whose name is known to history."

One of the reasons why deaf mutes have never attained much in the way of intellectual achievement is the fact that so little has been done for them, comparatively speaking. It is only a little over two centuries ago that the alphabet for the deaf was invented and that educators began interesting themselves in this class of unfortunates. The work has progressed, but even at the present time the methods of teaching are in an experimental stage. The latest method is called the lip-reading or oral method, and the latest idea is to teach the deaf to speak at the age at which normal children learn speech. In fact, the new method has so many advantages over those which consist chiefly of signs and spelling with the hands that it is fast gaining ground and promises to be the method of the future the world over.

In connection with the school for the deaf at 27 Alexandra Villas, London, N., there are homes founded by the Rev. W. Stainer, which accommodate about two hundred and thirty children in nine houses. These homes are supported partly by the tuition paid by the pupils and partly by voluntary contributions. In the workshops, which are the prominent feature of the place, boys are taught all kinds of wood, zinc, iron and copper work, modeling, wood carving, tailoring, shoemaking, etc., and the girls are instructed in cooking and laundering in kitchens especially fitted for their use. All work is done outside regular school hours, and by ordinary, not special, teachers for the deaf.

According to statistics there are over 4,000 deaf mutes in Chile. The only school provided for them is the national institution at Santiago, which formerly admitted only boys, but which has been reorganized and now has a department for girls.

The total number of deaf pupils under instruction in the United States is about 10,750; of these 7,000 are being taught speech, the others the sign and manual language. In Canada there are nearly 800 under instruction, and of these more than half are being taught speech.

The only schools for the deaf in the world with 500 or more pupils in attendance are the Pennsylvania institution in Philadelphia, and the Illinois institution at Jacksonville.

Connected with the school for deaf mutes at Zell, in Bavaria, is a home to which girls can go after leaving school. It has usually about forty inmates, some of whom spend their time making clerical vestments and church regalia, others doing housework and gardening.

In Braunschweig attendance at school from the seventh to the sixteenth year is obligatory upon every deaf child.

The Royal Deaf-Mute institution, at Berlin, is the only state institution proper in the kingdom of Prussia. Its object is that of a normal training school for teachers of the deaf; for this purpose the state minister of instruction designates annually five or six young teachers, either male or female, to attend the institution for two years, there to receive theoretical and practical instruction. Upon concluding the term of training, if they pass examinations successfully, they are certified as qualified for appointment as teachers in any of the schools for the deaf in any part of the state. During this period of training each one receives annually a state subsidy of 1200 mark (\$291). The deaf mute school connected with the institution constitutes primarily a practice school for teachers.

From the school for deaf and dumb children at Bristol, in England, come the following facts: "There are two instances of four deaf and dumb children in a family in which the parents are not deaf; four instances of three children in a family in which the parents are not deaf; seven instances of two deaf children in a family in which the parents are not deaf; and one instance of four deaf children in a family having deaf parents. In this case besides the parents, the paternal grandfather, uncle, two aunts, and four cousins are deaf. In one of the instances of three in a family, the parents were cousins; in one of the instances of two in a family the parents were uncle and niece."

A few years ago the New York institute had in charge a deaf and dumb boy without arms. The child was taught to write with a long pencil attached to the stumps of his arms.

Is the uneducated deaf mute morally and legally responsible is a question which has often been asked and fully discussed. In many criminal cases here and abroad deaf mutes who have committed murder have been treated as irresponsible persons and no sentence has been passed on them.

It is estimated that there are in the world 1,000,000 blind persons, 800,000 deaf mutes, and fifty blind deaf mutes. Sweden is reported to have twenty blind deaf mutes, an enormous number for one small country.



The National Educational Association will meet at Asbury Park, N. J., July 3-7. Pres Supt William H. Maxwell, New York City; Permanent Sec., Irwin Shepard Winona, Minn.

Training of the Feeble-Minded.

MRS. FRANK A. BRECK, Vineland, N. J.

One of the most kindly benevolences of modern times is the providing of institutions for the care and training of the feeble-minded.

In former days such unfortunate ones were left untaught—often uncared for—to become the unhappy victims of the thoughtless cruelty of other children. Who can portray what these poor incapables have suffered in the past? Prenatally robbed of their rightful heritage, unequipped to cope with their better endowed companions, unable to direct their energies, prone to bad habits, often repulsive in appearance and manners, inadequate to proclaim their wrongs—what wonder that at last noble hearted men and women have roused to the importance of gathering together these impotent ones, and seeking to make the most and best of their limited faculties!

There are unquestionably many causes of idiocy: Fright, shock, nervousness, dissipation, consanguinity of parents, and causes more obscure. Drunkenness is undoubtedly responsible for a large proportion of the dwarfing of human intellect.

Whatever be the cause, however, of this sorrowful infirmity, the custodians of these innocent human wrecks owe it to themselves, to society, and most of all to the weaklings, to give them the benefit of whatever training is possible.

There is an unspeakable pathos in looking over a room-full of these enfeebled children. A few have well shaped heads and appear as well equipped as many a child you may see in our public schools; but for the most part, a down-dropped jaw, a protruding tongue, a lopping, misshapen head, a tremulous flutter of lip or eye, a down-trodden nose, a vacant stare, a bestial countenance—all are eloquent of scant mentality.

One of the foremost institutions for the care of the feeble-minded is situated at Vineland, New Jersey. Dr. C. W. Wilson, physician in this training school, says:

"One of the most frequent questions that we are asked is: 'What can be done in a school for the feeble-minded to make that child more useful or nearer a normal child?' In the first place, so much depends on whether the child is an idiot, a high or low-grade imbecile, or a backward child. It is easy enough to distinguish an idiot from a low or high-grade imbecile, but to distinguish a high-grade imbecile from a backward child is not always so easy, and may require some diagnostic skill.

"We endeavor to be candid with the parents of these children, and give them a frank reply to the best of our knowledge, for this affliction is a sad one. But when they see their child improving, how pleased they are in knowing it is being taught to the extent of its ability.

"An idiot will always remain the same. His habits may be somewhat improved, but we can expect but little besides. A low or middle-grade imbecile may become more tidy, useful, and better-mannered, and in a number of ways, show improvement, but, unless under constant training, he soon falls back, and if neglected, will rapidly retrograde where he was before he came under training. The high-grade imbecile or the backward child is the one that responds most to treatment. Backward children are so closely related to the high-grade imbecile that perhaps they have not been detected, but considered feeble-minded until entering an institution for the defectives. But there they sooner or later show that they are as superior to the other children as they were deficient among the normal children at the public school.

"We cannot change a defective to a normal child, for the gray matter of the brain cannot be supplied, but we strive to train judiciously and to the utmost, such as remains, with the hope of making an individual who shall be useful, happy and as nearly self-supporting as is possible, but he will always need direction and guidance.

"As manual training and gymnastics are essential in developing dormant faculties, they form a most important part in our work. 'They are education by doing.' We must not try to develop a single set or series of muscles in simple or complex movements, but develop to some extent the entire muscular system; for the defective child's entire body must be stimulated, and in that way we reach the brain areas, as

the motor centers are the special avenues to the higher cerebration."

Educators are coming to realize that weak-minded children are not "perversions but retardations." By careful observation of these they are able to study mind processes that pass too rapidly in ordinary children to be adequately analyzed. In this way facts of mental growth may be more successfully learned than in the schools of normal children.

In the Vineland Training school a high degree of excellence is attained by those capable of instruction. The general development of body, mind, and soul are sought, so that not only reading, writing, arithmetic, and kindred subjects are taught, but nature studies, stories, games, gardening, and industrial pursuits occupy the attention and bring the child to the highest possible state of development. A small collection of animals called the "zoo" is a never failing source of interest to these boys and girls who, like other children, delight in pets.

The industrial department is an important feature. Dressmaking, mending, tailoring, laundering, mattress and pillow making, drawing, painting, carving, shoemaking, and fruit and vegetable canning, are among the pursuits that occupy a portion of the day. Care is taken not to keep the children too continuously at manual labor, for it is recognized that the mentally deficient are lacking also in physical endurance.

The amusement of the feeble-minded is one of the cardinal principles to be observed in their training; and it means much that they shall be kept happily occupied amid healthful, beautiful surroundings where no corporal punishment is permitted, only the law of love and kindness, while they are slowly, patiently led into realms of usefulness and joy.

Dr. Richards tells of an imbecile boy eight years old, who had never known his mother. Helpless, unsmiling, he lay on the floor day after day, unable even to roll over. Taken into such a home, he was led by love and patient effort, to understand at last what was required of him. He learned to smile, to distinguish objects, to speak, to point to the sun and say, "God—God made it." By and by he asked, "Have I a mother?" Then when that mother visited him, he exclaimed, "Is that my mother? O mother, I am so glad to see you!"

Is not such evolution of a soul worth the effort it costs? And should not benevolent humanity reach down to these lowly, limited ones—"the least of these, my brethren"—and help them to a knowledge of the Christ who loves them all?

Surgery has sometimes accomplished the possibility of faculty unfoldment. A child born without the usual fissures of the skull, grew to be nearly a year old and remained as helpless and unobserving as in earliest infancy. An operation making the divisions usually provided by nature, permitted the development of the brain, and in a few days there was a noticeable improvement. The child had been simply suffering for want of brain room and soon grew normally active, strong, and observant.

In the Vineland Training school each teacher is expected to write a daily report of her class—little events, unusual happenings, special work of individuals, and "always the good." These reports are handed to the superintendent who reads them, marks with blue pencil all the good mentioned, and then returns them. Such commendations as, "very good," or "this shows improvement," or "report again next week," encourage teacher and pupil alike, and the child is spurred to greater effort toward perfection.

Little has as yet been done for epileptics, but

observation and science are at work with them, and much good may be expected.

One important fact connected with the training of the feeble-minded is that however skilled and useful they become, they will always need supervision. Even when they become so competent as to be, under guidance, self-supporting, they should never be turned loose upon society to propagate their kind, to retrograde and bring themselves to pauperism, criminality, and general wreck.

It is estimated that one per cent. of the children in English public schools belong to the backward class, and cannot do the work of the grades. In Germany more than 6,000 of these backward children are maintained in special schools. In Prussia all cities of 20,000 inhabitants maintain such

schools. London has many such, and in our own country similar ones have been established in our principal cities.

There ought, however, to be some permanent provision whereby these defective ones may be safeguarded, and society protected. Not all the parents of such children can afford the expense of private instruction, and the state should, in its own defense, compass this object.

Only teachers gifted with an unusual degree of patience should undertake the important work of instructing the feeble-minded; but thus fortified, they may successfully work, watch, hope,—yes, *love*, the unfortunate little ones into a blessed understanding and development which shall prove an inestimable boon to them and a great comfort to parents and guardians.

The Crisis in Russia.

By Adolphe Monell-Sayre.

The geographies give a misleading conception of conditions in Russia when they make the boundary line between Europe and Asia run along the crest of the Ural mountains. The boundary line in reality lies far to the west. With the exception of the once independent crowns of Poland and Finland, all of the dominions under the sway of the czar are Asiatic in character, and only by an appreciation of that fact is it possible to apprehend correctly Russian history and Russian politics.

Russian history and Russian politics have been for the past thousand years, and are to-day found almost exclusively in the palace of the Russian czars. This, of itself, shows the country to be of Asia. In no government in Europe, since the downfall of the Roman empire, has the like been so. However absolute in theory might be the Bourbon sovereign at Paris, or at Madrid, or at Naples, it was never practically true that all the political power of the realm was contained within his palace walls. There might be no set instrument of government, formally digested into sections and articles, but at the lowest ebb of European democracy the people had still some power. And, even if the people were not very weighty, the nobles were a class whom no king could safely disregard.

Moreover, the people might be trampled upon, and the nobility condemned to dangle useless in the royal antechamber, yet was the crowned ruler not alone the possessor of authority. There was always the Church. She was frequently in alliance with the royal prerogatives, but she was as frequently arrayed against them in battle, and the most self-willed European ruler had to take into his consideration the danger of the altar being hostile to him, and the thunders of the Church Militant resounding from the "drum ecclesiastic."

This is European history. The graduated independence of the feudal system and the political stiffneckedness of the Western Church lay at the bottom of European society, and even when the feudal system had crumbled, and even where the Church had bowed herself before the throne, the mere memory of the former influence of noble and priest preserved them from complete political indifference, and prevented the Louises and the Philips from sweeping absolutely out of their reckoning all but the favorites whom the royal whim had seated around the council board.

But this is not as history reads in Asia. In that vast continent there is first the king, and after him there is nothing. A palace intrigue may stab him in his bedchamber, a discontent among his guards may leave him butchered on the parade

ground, but that a revolution should cause the people to rise, or that any class or section of society should arm itself in revolt, is unthinkable. "The king is dead, long live the king" is the only purpose of any change of government. A kinsman, or sometimes a daring outsider, climbs to the throne over the bleeding body of his predecessor, and there the affair ends. "An Amurath an Amurath succeeds," and everybody else remains the same as before, except the particular friends of the late Amurath, who generally disappear. His palace safe, and his household regiments loyal, the despot can rest secure. He need no more fear an uprising of nobles or of peasants than we do that the ants will combine against us.

Nor is he under any ecclesiastical apprehension. The Eastern churches always support the powers that be. They will indeed plunge the world into ruin, and die to the last man for a word of the Creed or a thread of their vestments, but, provided the king leaves dogma and ritual alone, he may do with them as he likes. At a nod from the palace the Metropolitan obediently retires from the throne of his cathedral, and exchanges the ecclesiastical homage of whole provinces for the obscurity of a distant convent. Imagine Rome or Canterbury being so subservient! Imagine a Lutheran or a Presbyterian monarch trying to deal in such wise with his chief synod! The whole country would be in a blaze as fast as the news could travel. The Cardinal Archbishop of Toledo and John Knox were quite different persons, but they were alike in this, that neither the primate of All Spain nor the preacher of Scotland would budge one inch for any Habsburg or Stuart that ever wore a diadem. And around them at a crisis would have gathered millions. It is never so in the East. St. Chrysostom offends an empress and he is dragged—albeit his eloquence is reported to have charmed the very angels—from the patriarchal chair of the entire Orient. Nicenor, is slandered by his enemies to a vacillating monarch, and, adored by the people as he is, he is banished from the metropolitan primacy of Moscow, and not a voice raises itself in protest.

Thus runs Russian history—always in Asiatic channels. The Slavic race has behind it no traditions of self-government. The autocrat has not cast off the chains of the feudal system, for there never was a feudal system. He does not have to walk warily in the face of a jealous pulpit, tenacious of every scrap of sacerdotal independence, for his people were converted from Constantinople, not from Rome, and their Christianity is of the Greek, not of the Latin cast. Therefore, ele-

vated into the possession of all power, below him all men are on a dead level—of nothing. The richest and most long-descended aristocrat in his empire has not a vestige of political right, nor had his father, nor his father's father. To the czar alone does all power belong; it is the privilege of subjects only to obey, and they do obey but,—

Peter III. was strangled by his chamberlains, and his German empress placed alone on the throne; the emperor Paul was poniarded by his attendants, and his son, Alexander the First, reigned in his stead. At the death of Alexander, in 1821, his youngest brother Nicholas received the homage of the court, altho by strict right the Grand Duke Constantine was entitled to the crown. On this occasion an attempt was made to rouse the people for "Constantine and the Constitution," but what business was it of theirs which Romanoff held the scepter? They only asked curiously if *La Constitution* was his imperial highness' wife.

Nor has this government by assassination been confined to the more immediate successors of that great Peter who first welded the dominions of the czars of Muscovy into a united state, and drew his people up from barbarism to a place among the world's nations. Alexander the second was another and a nobler Peter. He abolished serfdom; he inaugurated all manner of fiscal and social reform, and, recognizing that autocracy was an absurdity in the nineteenth century of our era, and that the throne stands far stronger if the subjects join somewhat in its powers, he drew up a constitution. This *Magna Carta* of Russia was about to be promulgated, a little seed from which, in time, would have grown as representative and stable a government as that which England now enjoys, when the emperor was blown up by a bomb. "Oh, the nihilist devils!" cried Russian officialdom. "The anarchist demons!" shuddered the ignorant outside world, and the intelligent in Russia sighed and cynically laughed. Why was it that when Alexander entered the imperial box at the opera every courtier sneaked from his seat with an ashen face, until the monarch and his family were left almost alone in an empty house? Why did the sleighs of the upper bureaucrats avoid the Nevsky Prospekt as if that avenue were the pathway to hell? They said the Prospekt was mined. Well, who mined it? Surely not the hunted nihilists. No, it is perfectly well understood in St. Petersburg that the Liberator Tzar was blown into pieces by members of his own suite, because they feared that he might become the Tzar Constitutional.

The eldest son of the murdered emperor, carefully trained by his father for the duties of the destined throne, might have carried on to completion the plans of the good Alexander, but the young prince had died a few years before, somewhat suddenly. Alexander the Third therefore succeeded. He was a sincere, good-natured giant, but he had not received a political education adequate to his exalted station, and he was naturally terrified at his father's fate. Alone in his empire he remained ignorant of the true murderers of his august parent. The bowing courtiers pointed to the nihilists and Alexander believed. This, then, he muttered, was what came of liberality. Forthwith all the reforms of the father, out of respect to the father's memory, were repealed. Only the ukase of emancipation remained. It had to.

From 1881 to 1894 the entire machinery of government was reactionary. Every spark of free thought was resolutely stamped out, the bureaucracy was triumphant. Alexander III. meanwhile became more and more dissatisfied with the results of his rule, but he knew not how to turn, and so with his will of iron he plodded wearily onward.

As a youth the emperor had had as a tutor M. Pobedonostseff, at this time procurator of the Holy Synod. M. Pobedonostseff is a man of singular ability and of relentless will, whose whole soul was devoted to the upholding of his pupil's absolute power and of the supremacy of the Orthodox Church. The only way to do this that he believed in was to repress. As head of the administrative side of the established religion, and as the secret whisperer always at the emperor's ear, neither in church nor state could any onward step be taken. The procurator is no vulgar fanatic. His learning is vast, his knowledge of the world extensive, his sincerity undoubted. The latest books of England and America lie upon his table, and no one suspects that his unintermitting toil produces anything beyond the modest stipend of his office. But to him it is criminal to educate the people when their lot, of necessity, must be one of lowly labor. It only renders them unhappy by creating desires which cannot be satisfied. To him a government in which the people participate is a foolishness, headed only toward disaster. To him also religious freedom is simply a delusion, for the Orthodox Church possesses the truth, and why should help be given for the dissemination of falsehood?

Therefore, autocracy must be upheld for the good of Russia, and never did the imperial mind cease to receive from the procurator this lesson. Also all dissent from the Russian Church must be reduced to the smallest dimensions. Few, indeed, are the intelligent and honest men who will aid in such a propaganda, and, therefore, M. Pobedonostseff, himself incorruptible and cultured, has been driven more and more to recommend to his master agents brutal and greedy. Thence came into civil greatness the Von Plehves and the Trepoffs. The ecclesiastical hierarchy, bending beneath the rod, obeys, albeit not with enthusiasm, the mandates of this lay pope.

In 1894, Alexander III. died. His constitution should have carried him to as great an age as man can go, and he was still only in middle life. Sinister rumors float thru the salons of St. Petersburg, and the kind of slow poison which a certain strict court dignitary administered is told one in great secrecy. But of this no man knows. He died, however, and Nicholas the Second was proclaimed in Warsaw and Vladivostok, in Archangel and in Odessa, czar and autocrat of all the Russias.

Nicholas is a courteous and amiable young man who loves his wife and wishes his subjects well, but is not especially interested in anything in particular, not even in ruling. Vast masses of documents are piled upon his private desk each morning, which reluctant ministers sav ought to receive his auspicious attention. Being a conscientious man Nicholas attends to them, and thus never is able to get the time nor energy to rise above a bewildering cloud of details which float in from all quarters of an empire eight million square miles in extent. Moreover, when a crisis occurs and conflicting opinions are presented, his majesty becomes confused, and, dropping the reins of power altogether, allows affairs to drift.

M. Pobedonostseff still looms up. Alexander III. was a gentleman, and, no matter what took place in Russia itself, the rights of the people of Finland were respected. The czar was in that country only a constitutional Grand Duke, and had sworn, as had his ancestors, to observe the Finnish constitution. And respect it he did. But somebody talked Nicholas into a belief that his father's policy toward Finland was really to reduce it to the rank of a Russian province, and forthwith, disregarding his own plighted faith, all the age-old liberties of Finland were trampled in the mire by

Russian military despots. While this crime, than which none in history is more cruel and contemptible, was being cynically perpetrated in the face of a vow registered on the international archives of Europe, the same Europe was sweetly exhorted to send delegates to a congress which the Utopian-souled emperor of Russia designed for forwarding the sacred cause of universal peace.

This was like Nicholas. He reads a book on the horrors of war, and forthwith sends notes to his fellow-sovereigns inviting them to disarm immediately. A skilful courtier or blunt M. Pobyedonostseff suggests that such and such a plan was part of the lamented Alexander III's policy, and Nicholas orders that the plan be put in force. The genius of Alexander III., or what is supposed to be his genius, must always prevail while his son reigns. Thus says the tzaritzza dowager, and thus the emperor obeys.

For the tzaritzza dowager is not to be lightly considered by ministers and cabinets. It is now many years since the Princess Dagmar of Denmark left Copenhagen to share the throne of Alexander, but, like her sister, Queen Alexandra of England, she seems to have discovered the fountain of perpetual youth. During her husband's reign she occupied herself wholly with being the leader of fashion, and her exquisite toilettes were the delight of all feminine Europe. Upon her son's accession, however, she turned to political affairs, and has drilled into Nicholas' mind that he must always carry out the adored Alexander's policy. That policy her imperial majesty considers to consist of two things, first, the upholding in its entirety of the autocratic power of the throne; second, the preservation of international peace. To this end she has directed all her abilities, and that they are by no means contemptible was shown on the fateful twenty-second of January. While the tzar was lying terrified at his country palace, while the grand dukes were barricading their palaces or meditating flight, when every opulent burgher of the capital was hiding his treasures and acting after the manner of a Kansas farmer who sees a cyclone approaching, the tzaritzza dowager, with only a coachman and footman, drove twice the full length of the Nevsky Prospekt, that all men might see that whoever else was terrified the mother of the tzar was still undaunted.

But, it will naturally be asked, is not the war with Japan a violation of Alexander III's policy of international peace? Now the war with Japan is a mystery. No man can know surely, but the most probable guesses are that it was brought about by these reasons: First, the Russian ministers mean by international peace a peace with the great European powers, for with the conceit which permeates Russian officialdom, they never dreamed of Japan as a real antagonist of their empire, and second, they never expected a war with Japan anyway. Their holding of Manchuria was, to use an Americanism, simply a "bluff," and they not for one minute considered the possibility of the mikado calling that same "bluff."

The mikado did call it, however. The astonishment professed by Nicholas and his court when the Japanese torpedo boats made their unheralded attack at Port Arthur—an astonishment regarded in this country as merely hypocrisy—was, in all probability, real. The results of the year of warfare have produced real astonishment, too. And here lies the solemnity of the matter: the people are in a like degree astonished also. For with all their Asiatic stolidity the Russian peasant is very patriotic and dearly loves Holy Russia. Now, despite all the artifices of censors and courtiers, the ordinary moujik knows that the Russian armies are being defeated by the heathen. He feels, as would Americans, if they could be brought to real-

ize that the Eskimo Indians were marching on Washington, and, notwithstanding every effort of the Federal government, were always victorious.

Here centers the discontent. The common people suddenly realize the wretchedness which the bad financial condition of the empire has brought upon them. The middle classes suddenly feel the sense of injury, not merely at the absence of all political rights, but also at their deprivation of those ordinary civil rights, such as impartial trials and freedom of speech, which even the subjects of Louis XV. enjoyed. The intellectual Russian and the great noble, even when little disposed to be socialistic or revolutionary, begin to doubt the sublime wisdom of a pure autocracy as the method of governing. Finland broods over her wrongs. Poland is always ready to spring at her oppressor. And M. Pobyedonostseff has industriously bred millions of religious enemies to the tzardom.

The Greek church, calm in the strength of her hundred million adherents, proud of her perfect orthodoxy and her undeniable apostolicity, confident in the Light that shines upon her altars, is not naturally a persecuting church. But M. Pobyedonostseff would have all dissenters from her communion persecuted, and so, by the tzar's orders, persecuted they were. The Roman Catholic has added the word *Filioque* to the faith of the Nicene fathers, and places the bishop of Rome above, not alongside, His Holiness of Constantinople. Therefore, the Roman Catholic was persecuted. The Lutheran defines the Real Presence in a way of his own, and has rejected the episcopal order. Therefore, the Lutheran was persecuted. Still more, various non-Slavic communities within the empire, such as the Armenians and Gregorians, have national churches of their own. Their faith is identical with that of the established Church, only they had their own national organization. Let them, too, be persecuted. Let every dissident be persecuted. Especially let us persecute even to the death these Jews who reject the faith entire and accumulate so much money. So spake the procurator and it was done. Therefore, to-day a considerable proportion of his subjects utterly hate the persecuting Romanoff.

The minister Von Plehve is blown to the sky. The tzar trembles. Prince Sviatopolk-Mirsky is made Minister of the Interior, and starts in reforming. He asks the president of the zemstvos to meet in St. Petersburg and help him. These lofty aristocrats pass resolutions, asking not merely for civil rights for the people, but they demand a representative legislature. The empire gasps with surprise. The grand ducal relatives of the tzar are shocked at the indecency. The tzar administers a petulant rebuke to the zemstvos and sends them about their business.

And then, without any preliminary indication, comes that twenty-second of January, with thousands of workmen marching thru the streets of St. Petersburg to present a petition to the tzar. The tzar, trembling, hides at Tsarskoe-Selo, and the Grand Duke Vladimir is in command. The Cossacks fire on the workmen, and every street in St. Petersburg is a field of battle. The Paris of the Terror is recalled. But discipline prevails over desperation and enthusiasm, and the grand ducal uncle, perhaps meditating on a crown—for after Nicholas there is only a little baby and a delicate youth between him and the scepter—can report to his august nephew that all is peace. "There is a desolation and he calls it peace."

This is sure; the prestige of autocracy is gone. It is no longer supposed to be wiser than a democracy, either for peace or for war. And, for the first time since Napoleon retreated from Moscow, the world no longer fears "the bear that walks like a man."

N. E. A. Announcements.

Executive Committee for 1904-1905.

WILLIAM H. MAXWELL, President, New York, N. Y.
JOHN W. COOK, First Vice-President, DeKalb, Ill.
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ALBERT G. LANE, Chairman of Trustees, Chicago, Ill.
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IRWIN SHEPARD, Secretary, Winona, Minn.

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Secondary—William Schuyler, St. Louis, Mo.
Higher—Richard H. Jesse, Columbia, Mo.
Normal—C. C. Van Liew, Chico, Cal.
Superintendence—Edwin G. Cooley, Chicago, Ill.
Manual—Arthur H. Chamberlain, Pasadena, Cal.
Art—Mrs. Matilda Evans Riley, St. Louis, Mo.
Music—Wm. A. Wetzell, Salt Lake City, Utah.
Business—W. C. Stevenson, Decatur, Ill.
Child Study—E. G. Lancaster, Olivet, Mich.
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Physical Training—E. Hermann Arnold, New Haven, Conn.
School Administration—B. F. Hunsicker, Reading, Pa.
Library—Charles P. Cary, Madison, Wis.
Special Education—Miss M. Bancroft, Haddonfield, N. J.
Indian Education—(Vacant.)

State Directors and Managers.

The names of state managers are indicated by indentation. It all other cases the state directors will act as state managers.

NORTH ATLANTIC DIVISION.

John S. Locke, superintendent of schools, Saco, Me.
James E. Klock, prin. of normal school, Plymouth, N. H.
Walter E. Ranger, state supt. of educ., Montpelier, Vt.
Will S. Monroe, state normal school, Westfield, Mass.
Walter Ballou Jacobs, Brown university, Providence, R. I.
Charles E. Dennis, Jr., prin. of high school, Providence, R. I.

Charles H. Keyes, super. So. dist. schools, Hartford, Conn.
Augustus S. Downing, asst. com'r of educ., Albany, N. Y.
John Enright, county supt. of schools, Freehold, N. J.
James M. Green, prin. state nor. school, Trenton, N. J.
Chas. J. Baxter, state supt. of pub. instr., Trenton, N. J.
John W. Lansing, state nor. school, Millersville, Pa.

SOUTH ATLANTIC DIVISION.

George W. Twitmyer, supt. of schools, Wilmington, Del.
M. Bates Stephens, state supt. pub. educ. Baltimore, Md.
Alexander T. Stuart, supt. of schools, Washington, D. C.
Hosmer M. Johnson, superv. principal, Anacostia, D. C.
Joseph L. Jarman, pres. of St. F. nor. sch. Farmville, Va.
Miss Lucy Robinson, superv. of music, Wheeling, W. Va.
Miss Lydia A. Yates, private school, Wilmington, N. C.
W. K. Tate, principal of normal school, Charleston, S. C.
Miss Clem Hampton, state dept. of educ. Tallahassee, Fla.

SOUTH CENTRAL DIVISION.

S. L. Frogge, pres. of training school, Frankfort, Ky.
D. J. Johns, Jr., prin. of schools, Nashville, Tenn.
W. F. Slaton, supt. of schools, Atlanta, Ga.
W. M. Slaton, prin. boys' high school, Atlanta, Ga.
Isaac W. Hill, state supt. of education, Montgomery, Ala.
Robert B. Fulton, chancellor, state univ., University P. O., Miss.
Warren Easton, supt. of schools, New Orleans, La.
Alexander Hogg, supt. of schools, Fort Worth, Texas.
Andrew R. Hickam, prin. of high sch., Oklahoma City, Ok.
J. H. Hinemon, st. supt. of pub. inst., Little Rock, Ark.
John D. Benedict, terr. supt. of sch., Muskogee, Ind. Terr.

NORTH CENTRAL DIVISION.

Edmund D. Lyon, supt. of schools, Madisonville, Ohio.
T. A. Mott, supt. of schools, Richmond, Ind.
J. A. Mercer, prin. of Lincoln school, Peoria, Ill.
William H. Elson, supt. of schools, Grand Rapids, Mich.
L. D. Harvey, supt. of schools, Menomonie, Wis.
A. V. Storm, supt. of schools, Cherokee, Iowa.
W. F. Kunze, supt. of schools, Red Wing, Minn.
Ben Blewett, asst. supt. of instruction, St. Louis, Mo.
W. J. Hawkins, prin. Columbia sch., St. Louis, Mo.
W. E. Hoover, supt. of schools, Park River, N. Dak.
Geo. W. Nash, state supt. of pub. inst., Pierre, S. D.
Geo. L. Towne, ed. of "Nebraska Teacher," Lincoln, Neb.
J. W. Spindler, supt. of schools, Winfield, Kans.

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Miss Estelle Reel, supt. of Ind. schools, Washington, D. C.
John F. Keating, supt. of schools, Pueblo, Colo.
Hugh A. Owen, normal school, Silver City, New Mex.
A. J. Mathews, pres. of terr. nor. school, Tempe, Ariz.
A. C. Nelson, state supt. pub. inst., Salt Lake City, Utah.
J. E. Stubbs, pres. of State university, Reno, Nevada.

Miss May L. Scott, state supt. pub. inst., Boise, Idaho.
Frank B. Cooper, supt. of schools, Seattle, Wash.
E. D. Ressler, pres. of state nor. school, Monmouth, Ore.
Arthur H. Chamberlain, Throop poly. inst., Pasadena, Cal.

DEPENDENCIES.

Miss Cassia Patton, teacher, sch. No. 2, Sitka, Alaska.
Roland P. Falkner, com'r of education, San Juan, P. R.
Arthur F. Griffiths, pres. Oahu college, Honolulu, H. I.
C. H. Maxson, normal school, Iloilo, Panay, P. I.

Organization at Asbury Park and Ocean Grove.

LOCAL EXECUTIVE COMMITTEE.

President, T. Frank Appleby.
Vice-President, R. A. Tusting.
Secretary, Claude V. Guerin.
Treasurer, Clarence S. Steiner.

CHAIRMEN OF SUB-COMMITTEES.

Committee on Entertainment, Mayor Frank L. Ten Broeck.
Committee on Finance, R. A. Tusting.
Committee on Railroads, Dr. Bruce S. Keator.
Committee on the Press, Morton Pennypacker.
Com. on Hotels and Boarding Houses, Harry J. Rockafeller.
Committee on Places of Meeting, Dr. James F. Ackerman.
Committee on Reception, Supt. Fred. S. Shepherd.
Each sub-committee includes a number of prominent citizens of Asbury Park and Ocean Grove.

Special Announcement.

The Forty-Fourth Annual Convention of the National Educational association will be held in Asbury Park and Ocean Grove, N. J., July 3-7, 1905.

Railroad Rates.

The railroads of the Passenger Department of the Trunk Line association have granted a round-trip rate to Asbury Park and Ocean Grove amounting to one fare to New York city plus three dollars and thirty-five cents—\$2.00 membership fee, \$1.35 covering round-trip rate from New York to place of meeting, and the validation of ticket by joint agent—with provisions for extension of tickets, on the deposit plan, to September 1, 1905.

Arrangements will also be made at New York city for deposit, and extension to the same date, of tickets that have been previously validated at Asbury Park for the return trip.

This rate has been tendered to connecting lines as a basing rate, and will doubtless be concurred in and adopted by the several passenger associations, and proportionate rates granted from all points in their respective territories.

Already the New England Passenger association has granted the same rate. Action by other associations is expected at an early date.

Full announcement of railroad rates from all states, ticket conditions, and excursions to follow the Convention, will be made in the Program-Bulletin to be issued about April 1, 1905.

Hotels and Accommodations.

It is impossible to publish in this brief announcement the entire list of hotels that will be open for the entertainment of members; only the leading hotels which are centrally located and are available for state headquarters are named. Written guarantees of the rates have been filed with the local committee. Each hotel has agreed to entertain during the convention the number of guests indicated in the first column of the following table.

There are a large number of other excellent hotels and boarding houses at rates varying from \$1.50 to \$2.50 per day, while many thousand accommodations have already been secured in private homes and boarding houses at rates varying from

\$1.00 to \$2.00 per day, and at still lower rates by the week.

The association has not often met where its members could be entertained so economically and so pleasantly as in these two beautiful seaside cities, Asbury Park and Ocean Grove. In anticipation of a very large attendance it is advised that early engagements for entertainment be made thru the local committee.

Owing to the abundant facilities for bathing in bath houses and in the ocean, but few of the hotels offer private baths in connection with their rooms; where this can be done the rate will be \$1.00 per day additional for each room whether occupied by one or two persons.

The Coleman House will be the headquarters of the executive committee and department officers. The limited capacity of this house and the favorable location of the other hotels lead the executive committee to recommend state directors and managers to seek to distribute the state headquarters among the hotels named: following the policy that proved so satisfactory at the Boston convention.

The hotels of the following list have agreed to provide parlors for state headquarters.

List of Hotels.

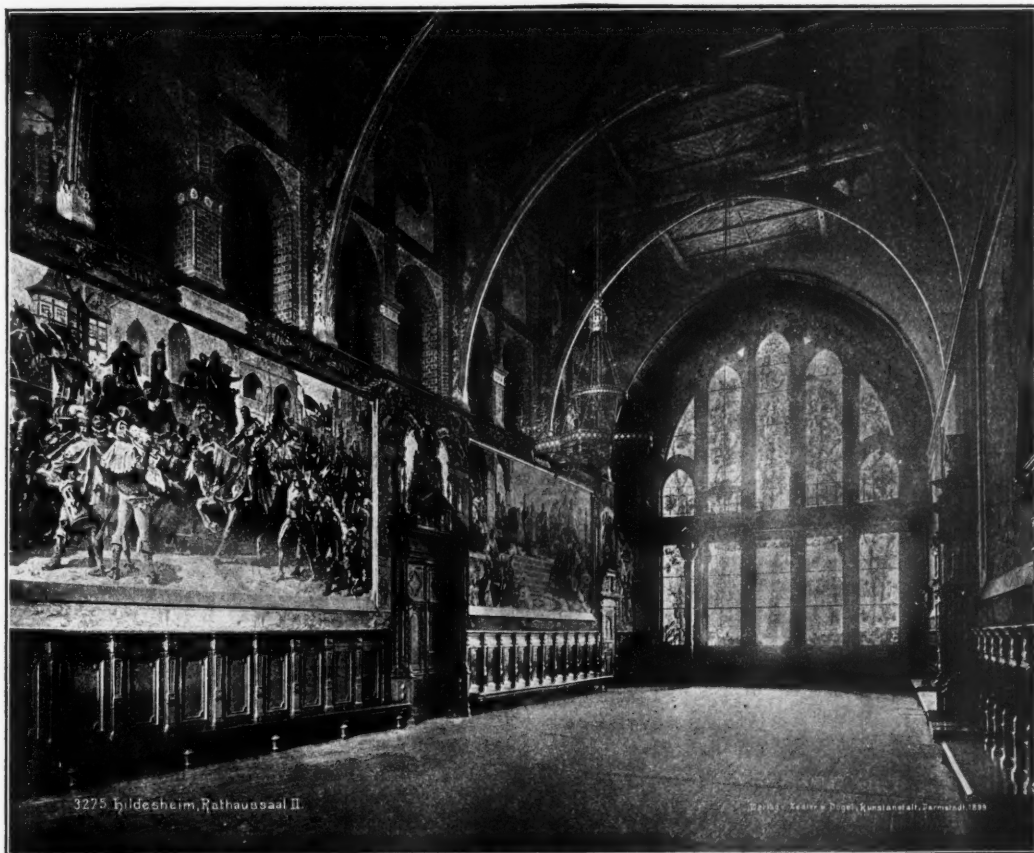
Asbury Park

Name of Hotel	Number of N. E. A. Guests	Rate Two in a room	Rate One in a room	Rate per week
Coleman (headquarters)....	200	\$4.00	\$4.00	
		{ 2.50	{ 3.00	{ 15.00
Ocean.....	250	{ 3.50	{ 3.50	{ 21.00
Brunswick.....	100	3.00	3.00	7.....
Sunset Hall.....	150	2.50	3.00	15.00
Fenimore.....	100	2.00	2.50	12.00
Lafayette.....	100	2.50	3.00	17.50
Minot.....	50	2.50	3.00	15.00

Bristol.....	150	{ 2.00	3.00	12.50
		{ 2.50	4.00	17.50
Marlborough.....	50	2.50	3.00	{ 16.50
				{ 21.00
Wellington.....	75	{ 2.00	{ 2.50	{ 12.50
		{ 2.50	{ 3.00	{ 14.00
Yorkshire.....	50	2.00	2.50	{ 10.00
				{ 12.00
The Plaza.....	200	2.50	3.00	15.00
Columbia.....	50	3.00	3.50	16.50
Grand Avenue.....	75	2.00	2.50	12.00
Metropolitan.....	75	2.50	3.00	15.00
St. James.....	75	2.50	{ 3.00	16.50
			{ 3.50	
The New York.....	50	2.00	2.50	10.00
Ravenwood Inn.....	50	2.00	2.50	10.00
Berwin.....	75	2.00	2.50	12.50
Asbury Inn.....	40	2.00	2.50	12.00
<i>Ocean Grove</i>				
Seaside.....	200	{ 2.00	3.00
		{ 2.50		
Majestic.....	100	1.50	3.00
Alaska.....	125	2.00	2.50	9.00
Sheldon.....	150	2.00	2.50
Arlington.....	100	{ 2.00	{ 2.50
		{ 2.50	{ 3.00
United States.....	175	2.00	2.50

The Local Committee.

The organization of local committees has been completed, and preparations are well advanced for the entertainment of the members and for the sessions of the convention. Correspondence may be addressed to the secretary of the local executive committee at Asbury Park or to the chairmen of the respective sub-committees. Inquiries as to hotel accommodations should be addressed to Mr. Harry Duffield, secretary of the sub-committee on hotels, Asbury Park, N. J.



City Hall, Hildesheim. (See next page.)

Art as a Source of Wealth.

To receive from foreigners five per cent. interest a year on a thousand million dollars is very agreeable to a country. Such is the pleasant state of Italy. It is conservatively estimated that fifty million dollars are spent every year within the Italian borders by visitors from other nations. Few of these visitors would make this trip to Italy if that land did not contain, in cities like Rome and Florence, Venice and Pisa, a mighty share of the wonders left by the ancients and the men of the Renaissance. Art pays—at least in Italy.

This may seem a vulgar view to take of one of the loftiest of themes, but the Americans pride themselves on being a practical people, and if they cannot be persuaded to cultivate art for the sake of art alone, then let art be shown to them under the advantages it possesses in dollars and cents.

Two hundred thousand dollars has just been bequeathed to San Francisco that a handsome gateway may be erected at the entrance of Golden Gate park. Spent with artistic wisdom an additional attraction may here be raised to draw pilgrims westward. That America can produce architecture and sculpture of excellence was amply illustrated at Chicago twelve years ago, and at St. Louis last summer, even if the naval arch at the welcome to Admiral Dewey were not proof enough.

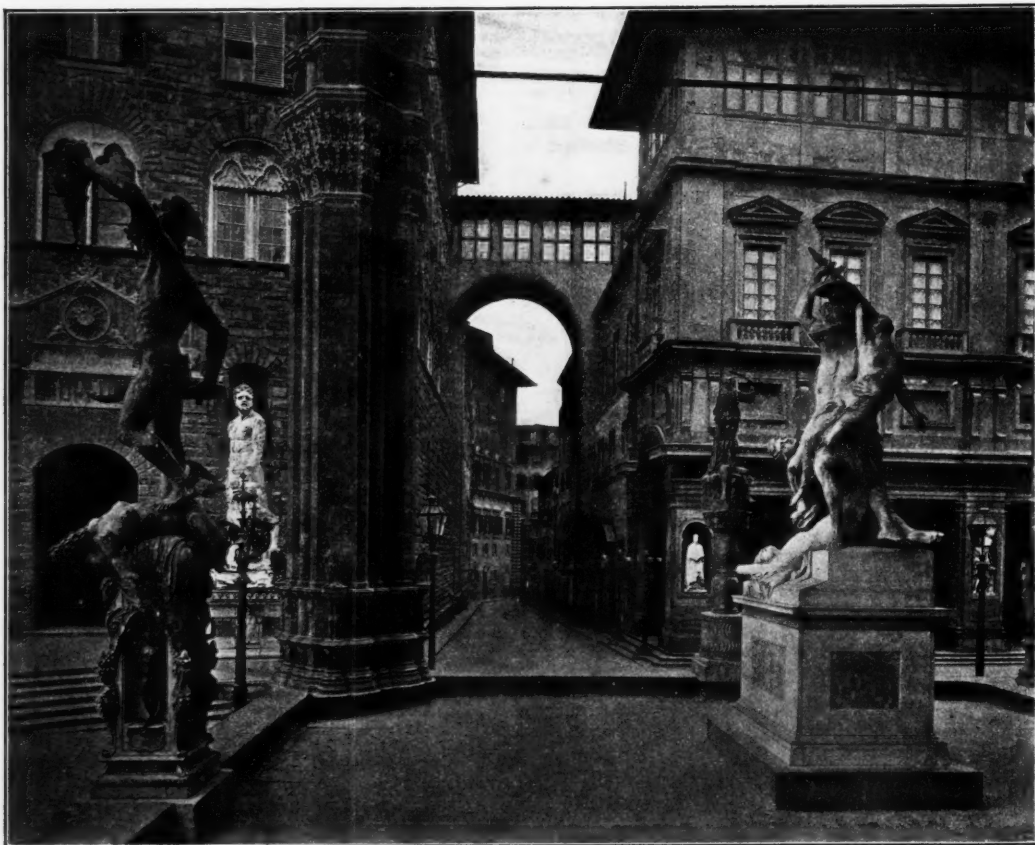
But if America should unhappily prove deficient, let us draw on Europe. Art transcends all international boundaries, and if we can once secure a general admission of its attractiveness among our people, it will not be long before we shall be as proud of our sculptors as we now are of our "captains of industry." And as Italy shows, the work of the millionaire vanishes, but the genius of the artist remains forever to lighten the eyes and to purify the heart.

The National Sculpture society is an organization

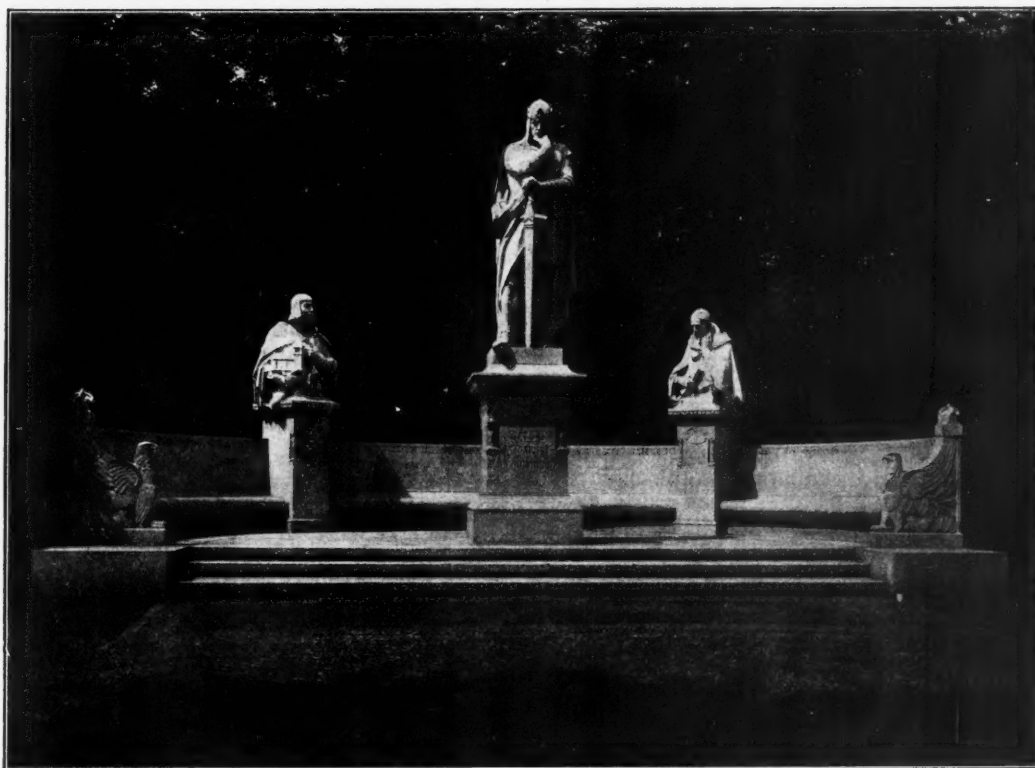
of the best known American sculptors, and of other gentlemen interested in artistic progress, whose aim is to spread abroad the gospel of how art is an educational force and a source of wealth. It holds exhibitions occasionally, and frequently it issues booklets in which excellent pictures are given of foreign public buildings whose sculpture-adorned facades and corridors men travel across continents to see.

The society has set before itself a definite and practical end, and the end is, that public sentiment be so cultivated that every time a permanent governmental building is erected in this country, whether by a municipality, by one of the states, or by the federal government, a certain fixed proportion of its cost be set aside to render it beautiful. This proportion need not be excessive. The Library of Congress has been made a lodestone for all lovers of the arts and need not shrink from comparison with the famous buildings of Europe, for only seven per cent. of its entire cost. The art of the Hotel de Ville, of Paris, profusely enriched as it is by the best genius of France, cost only twelve and a half per cent. of the total expenditure.

Therefore, the society recommends that all our legislative bodies, from the Senate which in Washington meets in its own admirably decorated chamber, down to the city councils, be urged to require, by appropriate laws and ordinances, that a certain proportion—not to exceed ten per cent.—of the total cost of every public building be expended in historic art, sculpture, and painting, including stained glass and mural decorations of all classes. Then shall the past live bright, and in the future our days be more glorified than by any extension of dominion or triumph of the stock exchange. Who cares to-day that Athens was mistress of the Aegean, were it not that at Athens was fashioned that frieze of the Parthenon, whose perfection moves one almost to tears? The merchant princes



Loggia De' Lanzi, Florence.



Statue of Otto II., Berlin.

of the earth no longer pace the loggias of Florence, but Florence is regarded with reverence, for at Florence are still the glorious facade of the Duomo and the wonderful doors of bronze that swing under the gateway of the Baptistry. Let our New Yorks and Chicagos heed the tones of wisdom which ring in the call to beauty so that when the scepter of wealth shall have passed, perchance to Irkutsk and Bulawayo, the cities of America may

enjoy the respect which men still pay to Corinth and to Venice, and not be as are Carthage and Tyre, heaps of uninteresting ruins over a dead, uninteresting people.

The illustrations in this number are used thru courtesy of the National Sculpture Society whose efforts in behalf of the artistic decoration of public buildings are untiring.

"Better out than in"—that humor you notice To be sure it's out and all out, take Hood's Sarsaparilla.



Schloss Monbijou, Berlin.

The School Journal,

NEW YORK, CHICAGO, AND BOSTON.

Week ending February 25, 1905.

Over-Doing Good Things.

Teachers in the primary schools are inclined to place too high a value upon illustrative material and school apparatus. Time was—and not very long ago—when just the opposite attitude prevailed. Then, all that might give pleasure to the little ones was scorned; now there is apt to be too much gratification of the appetites, and the result is the development of an inordinate craving for new sensations. Then, the rod was king; now the sugar plum wields the scepter. Then, the program was dry bones; now, instruction is too often a kinetoscope, exhibiting to the children a rapid succession of pictures which cause excitement and confusion, and discourage concentrated continuity of interest. Then, the road to learning resembled the shadeless highway with only a milestone at fixed intervals to indicate the progress that had been made; now, the pupil is not burdened with a heavy gripsack and made to travel afoot, but he is whirled over land and sea, thru art galleries and workshops, by woodland and cities, around menageries and conservatories, up into the starry heavens and down into depths of the mining shaft. Then the child's desire for living knowledge was starved; now, he is filled to satiety. Then, there was too little to assure healthy growth; now, there is too much.

Illustration is a most helpful means, if it is not overdone. The mind must be given a chance to picture something for itself. Mental growth is not assured by artificial manuring with second-hand knowledge; this growth results from energized self-activity. There is more real harm done by too much assistance, than there is by too little, tho both are wrong. Clear understanding of a new point in knowledge is necessary, and the teacher is in duty bound to see that this is accomplished. But after that, the child should have plenty of exercise in the free use of the new acquisition. In the greater or less degree of originality and interest revealed by the pupils in the application, the teacher may gauge his own wisdom and shortcomings in the methods employed. This reasoning back from results to the value of the means responsible for these results must become an ingrained habit with the teacher. As long as it is not done, there will be blundering and disappointment.

Much may be done with few things in the primary school. The absence of costly apparatus may be a positive advantage. The chief thing after all is the spirit of the teacher, if he is in earnest in his search for the best to give to his children, and if he never ceases to study how most efficiently to serve them, he will not go far wrong.

Program for the N. E. A.

If the program of the N. E. A. can be made a strong drawing card, William H. Maxwell will certainly make it such. His wonderful organizing ability and tenacity of purpose are rapidly shaping a list of attractions that will command attention. The department programs will every one of them bear the imprint of his personality. This in itself is something unusual. But Maxwell has an eye to detail, and he is desirous to have these programs reflect the special objects of each department.

The general program is being planned on broad lines. Mr. Roosevelt will address the association on July 7. This will be the strongest card of the program. Our president is above all an educational leader, and it is fitting that he should bring a message to the teachers of America. But let us hope that Mr. Maxwell will not make the mistake of placing the mayor of New York City upon the program, as reports have it. There would be no excuse for this and the move would cheapen the program. Mr. McClellan is an excellent citizen and has made a fine mayor. But he is a local man, nothing more, and has no business on a national educational platform. Sooner let John Sharpe Williams be invited. He is a university professor and a power in national affairs.

Workers Wanted for the Vineyard.

The Massachusetts board of education deplores the decrease of the number of male teachers in the state. There are twenty-six less now than there were a year ago, while the women teachers show a gain of 468. The board believes that "the matter of inducing more men to take up the profession of teaching is well worthy of the deep consideration of all persons interested in education." It certainly is. But how are more men to be drawn into the field? Greater security of tenure of office and progressive salaries keeping pace with progressive work may do something. But these improvements are not sufficient.

Women as a rule are by nature and training more tactful, or call it more diplomatic, than men. The appointive powers are the more readily persuaded by a woman that she should have the place rather than a man. Often sentiment is brought into play in behalf of a female candidate; it goes against masculine nature to secure a position in this manner.

Many school systems make it too easy for a man to obtain a principalship without any teaching experience. One result is that the men look for the better paid principals' places rather than for schools where they may lay the foundation of educational success by actual teaching (especially in the one-teacher schools in rural districts). The consequence is that the fledgling just from college or wherever he may hail from always remains an indifferent sort of principal who is readily replaced. If every school community should insist that none but experienced teachers should be eligible for a principalship, there would probably soon be an appreciable increase of male teachers.

How to hold a good man in the school field is even more important a problem than how to get him there. Fair salaries, progressively increasing as the years roll on and the service improves, will do something. But insecure tenure of office and the re-examination evil have driven more men out of teaching than inadequate pay. As long as every school superintendent is permitted to brush aside with one sweep of the hand all the past record of a candidate and to subject him to a more or less absurd literary test, there will be a lack of manly men in the schools.

Just look at the usual procedure: A principalship paying \$1,200 or more becomes vacant. The superintendent advertises the fact far and wide to attract candidates. Before he holds his examination he has usually decided in his mind whom he wants to appoint, and the test is shaped accordingly. Nevertheless, without one pang of conscience he will put the various candidates to the expense of coming to his examination. This meanness—for it is nothing less—has done a world of harm to the teaching profession.

What should be done, briefly stated, is to permit teachers to obtain life certificates valid everywhere. A superintendent who wants a teacher or principal should then look about for suitable material among the holders of these diplomas. Instead of calling a miscellaneous convention of candidates, bearing the expense of their attendance, it should be his business to search for the teachers likely to fill the requirements. If he then wishes to apply a special test, let him do so, but the school system should invariably pay the expenses caused the candidates by their submission to the ordeal. This is business, and this is right. The use of a little common sense such as the successful business man applies in dealing with appointments of expert professional men would do no harm.

Regulation of the election requirements of teachers is badly needed. St. Louis has made a laudable beginning. But even there there is much room for improvement in this respect.

The adjustment of the salary increase problems is too large a subject for present discussion. THE SCHOOL JOURNAL has a special department for an exhaustive and effective treatment of this subject. But a word should be said here with reference to a newer phase in the reduction of the security of a teacher's position, which has driven many men out of the schools. I have in mind the fixing of age limits.

One town will not appoint a teacher who has passed the fortieth year, another will not have a teacher who is past fifty; a third drops a teacher as soon as a certain age is reached, and so the story might be continued. Of course, where the system provides a liberal pension, the injustice is somewhat lessened, at least in appearance. But there are few school systems which will count the years spent in the service of education outside of their own narrow limits. Besides, a teacher willing and able to do good work should be continued whatever the age may be. The pension will not solve the whole problem. Tho it is an excellent thing, and its provision speaks well for the character of a school community. But the point that should receive particular attention at the present time, is that hundreds of men are annually turned out of school positions for no other reason than that young people are wanted. What inducement is there for a man who looks forward to the founding and maintaining of a home when he sees that successful and experienced teachers are dropped from the public pay roll as soon as they approach an arbitrarily fixed age limit, while in other pursuits the emoluments are especially attractive at this very period. Here is a situation which is well worthy of judicial investigation and discussion. Who will lend a hand in pressing this matter upon the attention of the public?

The question as to how to secure more men as teachers for the schools resolves itself to this: How can we make teaching most attractive to those (both men and women) whose ambition it is to be of highest service to their fellow men and who have the qualities that make for success in education. The larger question includes the lesser.

We thank the Massachusetts board of education for having brought forward this matter. Public sentiment is beginning to wake up to the importance of it. Now is the time to strike the iron.

The Italian government has at last acquiesced in the departure from Italy of the extremely valuable Petrarch and Icelandic libraries willed by the late Professor Fiske to Cornell university, and these rare collections of books were shipped from Florence on Feb. 22.

The Times Demand Trained Workers.

The extraordinary care with which telephone operators are selected and trained these days is an indication of the general importance which the telephone industry has come to hold in this country. The duties of the switchboard employee require a high degree of expertness and only by securing girls who are naturally reliable and resourceful as well as willing to learn can the standards of efficiency which all good exchange managers set for themselves be maintained.

A good illustration of the thoroness of the methods employed in the education of operators is to be seen in the school conducted by the Chicago Telephone Company. Those who suppose that all a girl needs is to run into an office, watch two or three other girls at work on the switchboard, and then be installed in a responsible and lucrative position would find out their mistake if they tried to get themselves placed at any one of the exchanges of the second city of the Union. Competent employees are always in demand, but it is not enough merely to proclaim one's self as efficient. Every applicant has first to appear before an examining board composed of exchange managers who pass upon her general appearance, hearing, sight, quickness, and apparent adaptability to exacting work. There are, of course, many persons of excellent character and varied attainments who obviously could not earn their salaries at the switchboard.

If the candidate is successful—and a very large percentage is rejected—she must next go before a woman doctor who passes upon her physical fitness for the work. No applicant is accepted who is not in perfect health, for it has been discovered by experience that the operator must above all things else possess steady nerves. Everything in this calling, as in so many others, favors the young woman who has started in life with a good constitution, has lived simply and escaped the American girls' unfortunate proclivity to "nerves." To assist in keeping their employees up to the work all the exchanges of the Bell system thruout the country take account of the fact that the operator's task is an exacting one and make abundant provision for rest and recreation.

To return to the applicant's training after her physical examination she must take a course of scientific lectures in the elementary principles of telephony. No operator is thoroly competent unless equipped with some knowledge of electrical theory. The lectures are alternated with study periods and practical demonstrations at the school switchboard. After the girl has become thoroly familiar with the workings of the model switchboard she is allowed to practice on it. Each candidate is provided with a copy of the rules, blank-books, pencils, and other necessities of school work. Her notes on the lectures must be neatly written out. During her study hours the room is in charge of an experienced operator who is able to explain any difficulty which the student may encounter.

The school operating room is in charge of the chief operator of the station who has several assistants to help in the instruction. Each group of three students has ordinarily two instructors, one who stands behind the girls at the board, watching their work and giving personal directions in methods of correct handling of apparatus; the other sitting at a small monitor desk and representing the distant subscriber, so that the prospective operators may have actual messages to handle. Training of this kind continues for several weeks. Each girl is put to a weekly quiz covering the preceding week's exercises and she

is not allowed to advance if her examinations are not satisfactory.

The applicants are paid a small salary while they work, tho their value to the company is necessarily very slight during the period of learning. They also have a substantial luncheon at the company's expense, so that car fares are about the only item which the candidate for a position must pay out of her own pocket during her course. All vacancies in the exchanges of the Chicago company are filled from the school—except in those cases where an old employee returns to her position—and a girl who shows herself able and attentive is usually placed very quickly.

Yet there are teachers who complain because they are asked to perfect themselves by reading and conference in their chosen work. The future belongs to the expert, and the present for that matter. The times demand specially trained workers in all departments.

the report of the committee of the medical profession in charge of the matter, of which Sir William Broadbent is chairman, especial emphasis is laid on the example of the United States. Englishmen are told that in every state of the American Union there are laws for the compulsory teaching of hygiene and temperance, and that teachers are required to take examinations in those subjects. The committee propose that hygienic and temperance instruction be given in the code for elementary schools a place next after the teaching of English and of arithmetic. These subjects now have no place at all.

It is asserted that the average lower-class Englishman drinks twice as much liquor as does the American wage earner, when he can only half as well afford it. English reformers think that instruction in the disastrous effects produced by an over-indulgence in alcohol, if given in the elementary schools, will tend to reduce this large consumption.

Temperance Teaching in England.

A petition, signed by over fifteen thousand practising physicians, and including such eminent names as Sir Thomas Barlow, Sir William Broadbent, Sir Lander Brunton, Sir Victor Horsley, Sir William Macewen, and Sir Henry Thompson, has been presented to the central educational authorities of Great Britain, asking for the compulsory teaching of hygiene and temperance in the English schools.

The report of the committee on physical deterioration has aroused the English physicians, and they are taking vigorous steps to induce the government to adopt measures to ward off the racial decadence which is believed to be threatened. In

The Salary Question.

Dr. Charles F. Thwing, president of the Western Reserve university, spoke on the pay of educators at the dinner of the New York Alumni association of that university on February 14. Dr. Thwing said that he did not think that it was open to question that the regard for academic chairs, as places to be desired, had lessened in the public mind. This change in opinion is due, not only to a movement toward a materialistic conception of life, but is also due to the failure to increase academic salaries in proportion to the increase in the cost of living. Wages are among the last values to increase in any general rise in values. The



Public Garden, Vienna. (See page 210.)

His whole life was given up to the school. Even during the long vacation he seldom found time for rise has not yet appreciably affected college salaries.

Dr. Thwing said he did not mean that college salaries should be so large as to be the objects of avariciousness. But they should be large enough to allow a proper living to those who receive them, and also to attract the best type of mind and character. The fear is current and strong that the men who are turning toward college places do not represent so large and fine a type of mind as was seen a score of years ago. They represent the moderate type of ability. They are not the men from whom are secured great molders of character. That the best minds are not looking toward educational careers is, in Dr. Thwing's opinion, a condition fraught with peril.



Dr. John M. Milne.

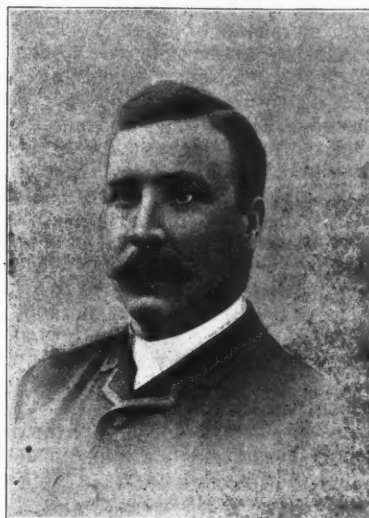
Dr. John M. Milne, principal of the Geneseo State Normal school died at Denver, Colo., early on the morning of Feb. 3. The news of his death was a great shock to his friends, as the last accounts were that he was steadily improving.

Dr. Milne was born in Aberdeen, Scotland, on March 3, 1850, and two years later was brought by his parents to the United States. They located at West Rush, Monroe county, and then, after a few years, removed to Holley, where both his father and his mother afterwards died at an advanced age. In the public schools of Holley Dr. Milne received his early education, working as a farm hand during the summer season.

At an early age he developed scholarly tastes and aspirations, and began to evince a great capacity for acquiring knowledge. He therefore determined to follow a professional career. After working for several years on a farm he entered

the normal school at Brockport, from which he was graduated with high honors in 1871.

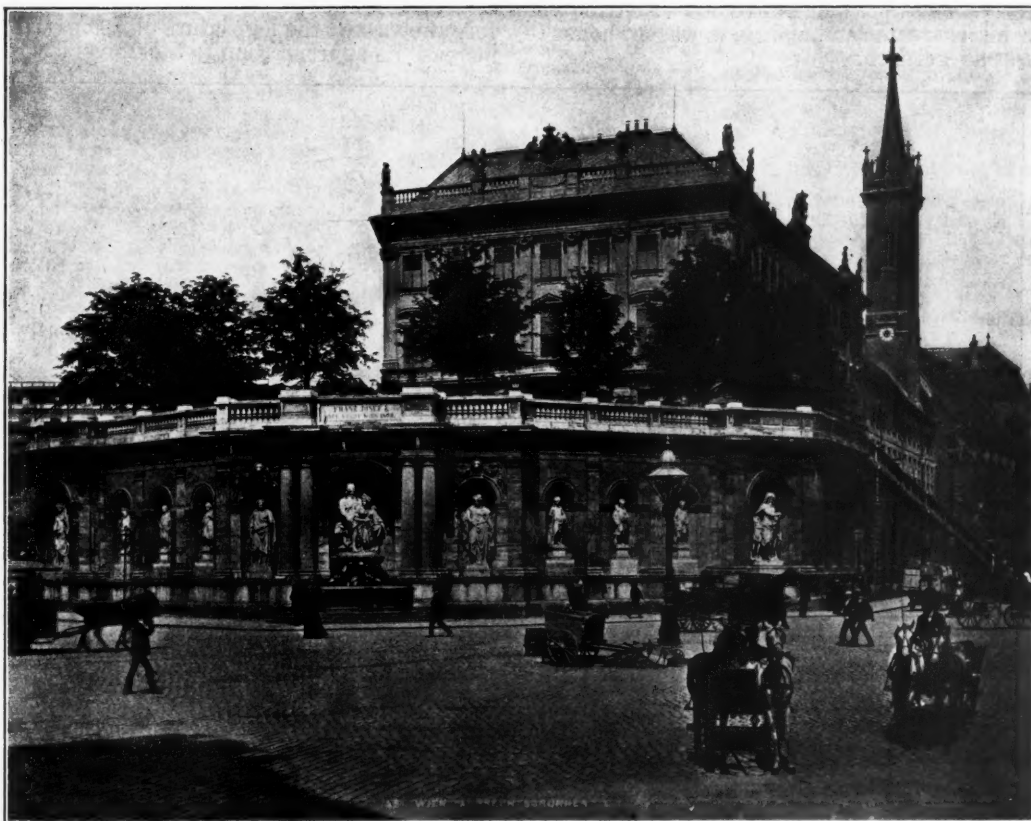
After a year at Rochester university, where he obtained much reputation as a scholar, Dr. Milne was appointed, in 1872, instructor of Greek and Latin in the Geneseo Normal school, a position in which he remained for seventeen years. In 1889



Dr. John M. Milne.

he was elected principal of the school, and this principalship he held at the time of his death.

As an educator Dr. Milne had few equals. He was of more than ordinary executive ability, an untiring worker, and under his direction the Geneseo normal grew in popularity all over the state and acquired thruout the entire Union a reputation as a normal school of remarkable excellence.



The Albrecht Fountain, Vienna. (See page 210.)

a week's outing. Vigorous in body and mind this work for the normal school was a pleasure, but his friends now fear that such devotion undermined even his splendid constitution.

Somewhat over two years ago, Dr. Milne suffered from a severe attack of pneumonia, and the illness from which he died undoubtedly dates from that time. In December, 1902, after consulting an eminent physician of New York, he went to the Adirondacks, and remained a considerable time among the mountains. Receiving no particular benefit, he returned to Geneseo. Dr. Milne loved Geneseo. There was no spot on earth of which he was so fond. Here had been his home for many years, and he had always taken a lively interest in its affairs, serving as president of the village during the years 1897-'98 and '99.

Later Dr. Milne went South for a short time, but the climate there did not agree with him. He returned to Geneseo, but continued to grow worse, and so, last May he left for Colorado. It was supposed by his many friends that he was recovering, until there came suddenly the sad tidings of his death.

As soon as the news reached the village, the students of the normal school were dismissed and the flag over the stately buildings placed at half-mast. When the remains arrived at Geneseo on Feb. 6, they were met at the station by the council of the village, by the faculty of the normal school with a large number of students, by the delegation from the Geneseo lodge of Masons, and by many private citizens. On that afternoon the burial service was said over his body in St. Michael's church, in which he had been a devout communicant ever since his arrival in Geneseo, and whose welfare was always to him a matter of deep interest. The church could not contain all the townsmen who wished to do Dr. Milne honor. It was felt by every one that in his death the state of New York had lost one of its foremost educators, and the village of Geneseo a citizen who from his character and ability, it was an honor to possess as a citizen.

Beside his father and mother at Holley, the well loved principal takes his final rest.

A Broad Sympathy.

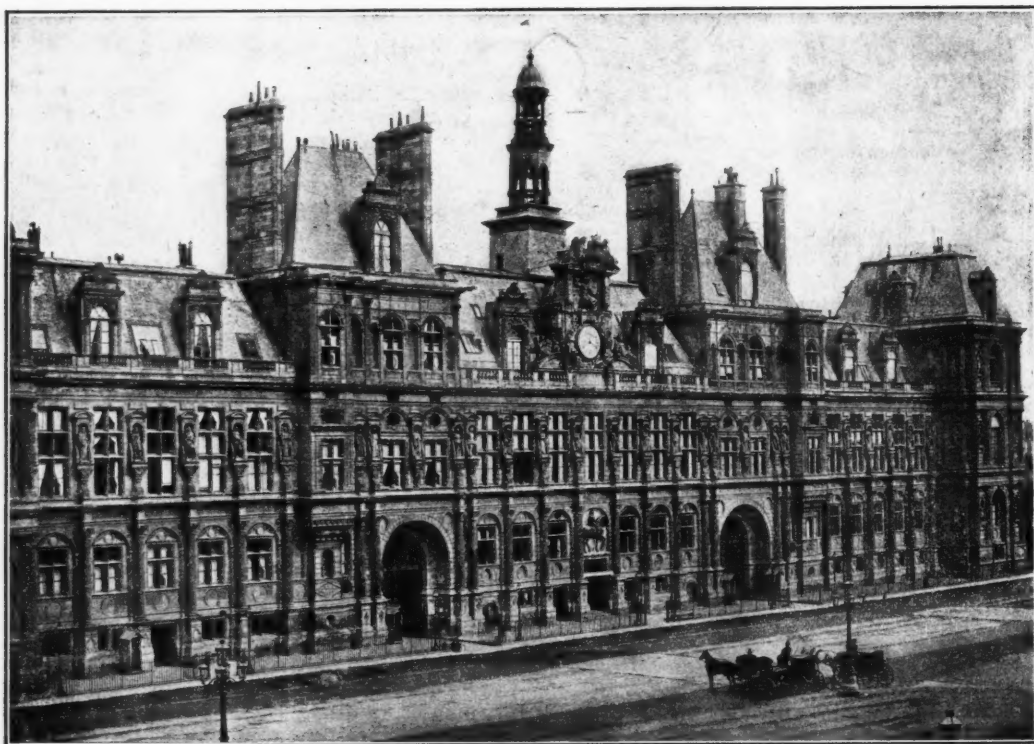
A thrill of sympathy pervades the educational world of America on the announcement that Dr. Harper, the distinguished president of Chicago university has been under treatment for intestinal cancer, especially because he underwent the operation without hope. Dr. Harper is noted as being a devoted student, and not less for being a delightful teacher. He is recalled as walking arm in arm with one of his Greek students at Chautauqua unfolding the difficulties with joyful voice and face.

Here was the secret of the true teacher—made clear—he delighted in his work. It never was a commercial affair—so much teaching for so much money. He never could have obtained Mr. Rockefeller's millions if that gentleman had not perceived he had a genuine teacher to deal with. Dr. Harper was an enthusiastic admirer of Colonel Parker; both loved children and loved to work for them. May his life be spared for many years yet.

Another Deficit.

Deficits in university budgets are evidently a disease of a wide-spread nature, and not a malady due to the particular circumstances of certain institutions. Now comes the University of Pennsylvania, and like Harvard and Yale, confesses that it finds it almost impossible to strike a balance upon its annual ledger. And this, altho the attendance of students has mounted up thirteen per cent. during the past year.

The trustees, at their annual meeting in Harrisburg during the second week in February, stated that not more than one-half of the entire yearly expenditure is to be counted upon from fixed income, either endowment or tuition fees, and therefore they asked the legislature of Pennsylvania to increase its appropriation to the university.



Hotel de Ville, Paris.

The Educational Outlook.

The Association of History Teachers of the Middle States and Maryland will hold its third annual convention at the Washington square building of New York university on March 10 and 11.

Prominent teachers will present the present condition of history teaching in the states covered by the association, and the ideals for advancing the work in each one of the grades of the elementary school. Prof. Albert P. Brigham, of Colgate university will address the association upon "The Character and Limitations of Geographical Control, Illustrated by the Chattanooga Campaign," and Prof. E. L. Stevenson of Rutgers college will discuss "The Early Cartography of the New World and Its Value to the Student of the Period," both of which lectures will be illustrated by the stereopticon.

Uniontown, Pa., altho only a small town, has in the treasury of its schools nearly two hundred dollars with which to purchase pictures for the adornment of their walls. No two hundred dollars could be more profitably invested. The time is not far distant when a school-room bare of all objects that appeal to the esthetic sense of the children will be considered as disgraceful to a community as it would now be for a state or municipality to force its judges to hold court in a cowhouse. No public building can more properly be made beautiful than the one in which the minds of the future citizens of the commonwealth are trained.

Among the examinations which will be held by the New York state civil service commission on March 11, are those for two places, assistant in geology in the state museum, and bridge draughtsman, office of the state engineer, which may be of interest to teachers. Applications to take these examinations must be made to the commission in Albany on or before March 7.

The authorities of the Naval academy at Annapolis are engaged in a vigorous warfare against smoking by midshipmen. On February 12 a special order was read at formation which was afterwards posted on the order boards in the midshipman's quarters, stating that any further use of tobacco by others than members of the first class will be followed by instant dismissal.

More than twenty midshipman who were caught smoking are now confined in the prison ship; their offense, having been committed before the promulgation of the order, is being punished in that way instead of by expulsion.

At the instance, it is said, of Princeton university, Mr. Hutchinson introduced into the senate of New Jersey on Feb. 15, a bill giving to boroughs the right to regulate the sale of liquor within their limits. The college officials and residents at Princeton desire that all bars shall be closed at eleven o'clock at night. This rule was in force when the borough authorities formerly granted the licenses, but was abrogated when that power was transferred to the county courts of common pleas.

President Woodrow Wilson of Princeton university returned to Princeton on Feb. 15, fully recovered from the operation which he underwent some months ago. Dr. Wilson immediately resumed both his duties as president of the university and his lecture course.

A stained glass window has been placed in the hall of University college, University of Oxford, being as the inscription states, "The pious gift of the visitor and four ministers of the crown, sometime commoners of the college." The arms of the lord chancellor occupy the

central position, and below are the words, "Earl of Halsbury, Lord High Chancellor." On either side are other armorial bearings, below which respectively are the inscriptions: "Marquis of Salisbury, Lord Privy Seal." "Earl of Selbourne, First Lord of the Admiralty." "A. Akers Douglas, Secretary of State." "O. Arnold-Forster, Secretary of State." Mr. Douglas is secretary of State for the Home Department, and Mr. Arnold-Forster, Secretary of State for War. It is believed to be unprecedented that among the advisers of the sovereign, there should be at one time so many graduates of one college.

University for Mountaineers.

President Roosevelt, in the speech which he made on Lincoln's birthday to the New York Republican club at the Waldorf-Astoria, referred in the highest words of commendation to the Lincoln Memorial university at Cumberland Gap.

This university, which is located within one hundred miles of the cabin in which the great president was born, is primarily designed for the education of the mountaineers of Kentucky, Tennessee, West Virginia, and North Carolina, a brave and noble-minded people, of almost pure Anglo-Saxon blood, but around whom the currents of progress have eddied, leaving them still in eighteenth century roughness, and without the means in their sterile fields to educate themselves.

At the close of the Civil war millions of dollars were contributed by the federal government and private individuals for the education of the negro. Seventy colleges have been established for him, while the white man of the Appalachian mountains who belongs to "the hereditary nobility of mankind," and whose blood holds out the assurance that there is no limit to his ability to rise, has been almost completely neglected.

About eight years ago, however, General O. O. Howard, a strong personal friend of President Lincoln's, persuaded Mr. Andrew Carnegie and a half dozen other gentlemen to buy the grounds and buildings of the Four Seasons hotel, a resort at Cumberland Gap which was sinking into decay. The hotel buildings were converted into dormitories and recitation halls, and the hotel pleasure grounds into truck gardens and grain fields. A saw mill was established where previously fox hunts had taken place, and academic, commercial, and normal courses were opened.

To a resident of New York the expense of attending the university is absurd to the point of incredibility. The full expense of a term of twelve weeks is thirty dollars. To those unable to afford that sum, work on the farm of the school is offered and the amount necessary to be paid reduced to fifteen dollars. But ridiculously small as such charges seem to one accustomed to the life of a great city, they are beyond the attainment of the average mountain family. To that family the acquisition of the forty or fifty dollars necessary to send a youth to the Lincoln Memorial university is a task as hopeless as would be the absolute ownership of a trans-continental railroad line to the ordinary business or professional man of our acquaintance. The hope of opportunity can only be opened to these men of the lineage of Washington and Lincoln, of Shakespear and Cromwell, by the munificence of their countrymen. When they are given the full culture of the twentieth century, men of affairs and of learning who have traveled thru the mountains and observed the poetic and yet shrewd natures of these pure-blooded mountaineers, say that the world will be

astonished and delighted at the great men who will come forth from them.

Penmanship in Chicago.

The Chicago Principals' association, after devoting their entire session of February 4 to the consideration of penmanship, adopted the following resolution:

That an optional slant be adopted in place of vertical writing, the slant not to exceed 22½ degrees from the vertical, and that a slant of from 10 to 15 degrees be deemed preferable.

That copy slips, prepared under the direction of the superintendent and furnished by the board of education, be used instead of copy-books.

That in addition to the copies the copy slips provide drill exercises for free arm and rotary movements, and that these drill exercises be used systematically as needed till a good automatic writing habit be attained.

That the pupils sit to write in the oblique, middle position.

That the material, pen, ink, and paper, furnished by the board of education be as good in quality as is provided by the banks for their customers.

That it should behoove us of the schools to pay respectful deference to the reasonable wishes of the public.

That the teaching of the art of writing receive the attention its importance would seem to demand, in the interest of the child at the normal school.

Race Difficulties.

For some time there has been considerable race feeling in Hopewell, Pa., and its neighborhood, and the negroes have been claiming that their children were discriminated against in the public schools. On Feb. 11, a negro woman attacked Miss Rachel Hudson, daughter of a prominent citizen of Hopewell and a school teacher. Miss Hudson was slapped in the face by the negress and abused by her until other teachers came to their friend's assistance. The negro woman has been fined by a local magistrate, but the assault on Miss Hudson has incensed the people of Hopewell, and the antagonism to the colored people has reached a dangerous pitch.

Self-Government Inside Schools.

Before a number of teachers of Boston and its vicinity, Mr. Wilson L. Gill, of the Franklin institute of Philadelphia, described to the Twentieth Century club on Feb. 10, the "school city system" which he has introduced into many schools.

Mr. Gill explained that the school city is a miniature republic organized among the pupils of the school, and having its organization and discipline entirely in the pupils' own hands. As most readers of THE SCHOOL JOURNAL probably know, the pupils make their own laws, elect their officers, and punish offenders against rules by their own methods without interference from teachers.

If popular government was to be saved in the United States, Mr. Gill continued, it was necessary to get rid of the monarchical system absolutely, even in the public schools, and substitute therefor the true republican spirit by having the teachers share the school government with each pupil. The effect of this in shaping the ideas of the future citizen along right lines could hardly be overstated.

All our liberties in this country, in Mr. Gill's opinion, depended more upon our management of municipal affairs than of state or federal, and yet in the cities generally the educated people have refused to take any active part in politics. Two or three hours a year is all

that any citizen need give to make us truly freemen, but it is difficult to obtain even this small sacrifice. In the last year's campaign in Philadelphia it was thought excellent to get fifty-five per cent. of the voters to come to the polls.

It seemed to Mr. Gill that the only way to insure our liberty in the future from the rule of the political bosses is either to rise up and overthrow them, or thru education in the public school to awaken the children to a sense of their public duty. Schools and the colleges

thus far have not become sufficiently aware of their responsibility in inculcating the ideas of good citizenship. They must train the boy to vote by conscience. Then, when he becomes a man, he will maintain his proper position as an upright voter.

In and Around New York City.

The number of teachers qualified to teach languages in the evening schools is so few that Superintendent Maxwell says some method must be devised of providing more of them. He thinks that possibly there might be a sufficient number of these skilled teachers if the local universities would provide departments for this training in their summer schools.

If this is not done, Dr. Maxwell declares, the only remedy may be for the board of education to establish and maintain a normal school for the training of evening school language teachers.

In the last year of the elementary schools, pupils are allowed to make their election between German, French, Latin, and stenography. It is possible now to give the figures of last year's choice. German has a tremendous lead, having been elected by 14,120 pupils. French comes next with 2,020. Stenography was the preference of 516 children, while only 419 of all the number permitted to select decided upon Latin.

The fire which took place on West Thirtieth street on Feb. 13, by which Mr. Stanford White, the architect, lost his fine collection of pictures and antiques, did some damage to public school No. 26. Two holes were chopped in the roof of the school during the fire, and, as a result, many of the class-rooms were too damp for use on the following day. Mr. Clark, the principal, dismissed these classes soon after they assembled on Feb. 14, and, a little later, finding all the children very restless on account of the fire, he sent the entire school home.

Dr. William L. Felter, principal of the Girls' high school, Brooklyn, lectured on the evening of Feb. 16 at All Saints Roman Catholic church, 130th street and Madison avenue, Manhattan, on "Training for Study and Training for Power." This lecture was in the teachers' course arranged by St. Angela college.

The executive committee of the board of education has approved the plans for an addition to school No. 16, borough of the Bronx. The addition will contain sixteen class-rooms, one kitchen, one science room, and two kindergartens. It will enable the school to accommodate 690 more pupils.

Mr. John G. Milburn, a member of the Committee of Nine which is investigating conditions in New York city, and who is remembered thruout the country as the late President McKinley's host on that fatal visit to the Buffalo exposition, was the principal speaker at the dinner of the Williams college alumni at Delmonico's on Feb. 10.

Mr. Milburn talked about the spirit of materialism in this country. He said that there existed an immense overvaluation on mere action. Its particular manifestation was the present belief that for every defect in political, social, and economic conditions there was a legislative panacea.

"We are what we are," said Mr. Milburn, "as a result of slow and silent progress working thru the ages. Results never come in a haphazard way. They come in conformity with natural law. The law which seeks quick results is bound to be futile.

"The efficacy of legislation is vastly overrated. It can do little more than regulate conduct in limited areas. It only diverts attention from the only true agencies of improvement, virtue and intelligence. The demagog and the charlatan are all marching under the same banner, however different may be their pet remedies. The sane, intelligent, sober man stands to one side and is scorned. But the victory will be with him if the colleges and universities do their work well."

Mr. Hamilton W. Mabie was toastmaster, and many well-known men sat around the table.

Dr. A. M. Fairbairn, principal of Mansfield college, Oxford, England, (Mansfield college is not officially connected with the University of Oxford), has accepted the invitation of New York university to deliver the Deems series of lectures at the University this year.

In Honor of the Dinosaur.

Henry Fairfield Osborn, Da Costa professor of zoology at Columbia university, entertained a distinguished company of guests at a tea on Feb. 16, at the Museum of Natural History. The tea was to celebrate the arrival of the great dinosaur, sixty-six feet long, and weighing ninety-four tons in his prime, who began to be found in Bone Cabin quarry, Wyoming, in 1897.

Professor Osborn was assisted in receiving his guests by Mr. Morris K. Jesup, Mr. J. Pierpont Morgan, and Director Bumpus of the museum. The guests, among whom were President Finley of the City college, and Mr. Thompson-Seton, much enjoyed this private view of the dinosaur. Mr. Thompson-Seton confessed that among the wild animals he had known he had never met the equal of the guest of honor on this occasion. The dinosaur, if he could have expressed his sentiments, would probably also have acknowledged that since his birth, some four million years ago, he had never been in such distinguished company.

Taxpayers Discuss Plans.

The West Side Taxpayers' association on Feb. 3 adopted a series of resolutions earnestly protesting against any attempt by the board of education to economize by cutting the salaries of teachers, either in the day or evening schools. The association did not consider the pay of teachers any too high at present for their faithful work, and protested against a reduction, in the name of the children.

The association also approved the recent recommendation of the Male Teachers' association, advocating the establishment of a short school session for children of the first and second years of school work, so that two classes may occupy the same room successively each day. The schedule could be arranged about as follows:

Class No. 1: 9-10:30 A. M.; 1-2 P. M.
Class No. 2: 10:30-12 A. M.; 2-3 P. M.
No. 1 to be taught by teacher No. 1 assisted by teacher No. 2; class No. 2 to be taught by teacher No. 2 assisted by teacher No. 1.

In the second year the time might be extended to four o'clock, adding a half hour of the school day to each class. In this way the association thinks that the

children will have a day proportioned to their powers, and incidentally, the problem of overcrowding will be done away with for some years to come. Also, two classes of 50 or 60 each will be under the care of two teachers at no additional expense, and yet at no time is one teacher compelled to take care of 60 children as at present.

The West Side Taxpayers' association also approved the recommendation of the Male Teachers' association, that forty pupils be considered the maximum number for a class with one teacher, and that sixteen feet square be required as the minimum floor space for the accommodation of each child.

The appeal of the Male Teachers to all public spirited citizens to mitigate the tenement house evil was also endorsed. The Male Teachers' association is of the opinion that the people living in congested quarters may be influenced and assisted to homes where room and fresh air are abundant if to do so becomes a purpose with the civic leaders of New York.

Growth of Technical Education.

Pres. F. W. Atkinson, of the Brooklyn Polytechnic institute, spoke at Cooper Union on the evening of Feb. 15, in the free lecture course of the board of education. His subject was, "Technical Education."

Dr. Atkinson compared 1903 with 1890 as regards technical education. At the former date the total number of men in college and schools of technology was 44,926. At the latter, the figures were almost doubled, standing at 82,394. In the same period the number of women being so educated had about trebled.

These facts, said Dr. Atkinson, emphasized strongly the great need of similar courses as a part of the public school system. There has been a prejudice against trade instruction in our public schools, because it made emphatic the utilitarian element in education, but, in the doctor's opinion, we must revise our ideas of educational values.

Debating Leagues.

The *New York Tribune* has offered a gavel of ebony and gold to the Federation of Debating Leagues in Greater New York. This federation consists of five debating leagues, each league being composed of a considerable number of separate debating societies. The leagues are: The Greater New York Recreation Center Debating League, The G. N. Y. Intersettlement D. L., the G. N. Y. Intersociety D. L., the G. N. Y. Interscholastic D. L., and the G. N. Y. Young Men's Christian Association D. L. To become the permanent possession of a league the *Tribune* gavel must be won twice in succession. Last year it was awarded to the Interscholastic League.

The societies in the Intersettlement League are in fifteen university settlements, divided into two groups according to the age of their members. The Intersociety League is made up of the New Era and Waverley Clubs, the Harlem Literary Society, the Young Men's Hebrew Association of Manhattan, the Lincoln and Eastern Literary Societies, the Lowell Literary League, and the Breadwinners Culture Society of Brooklyn. In the Interscholastic League are the

De Witt Clinton high school, of Manhattan; the Boys' high school, the Commercial high school, the Eastern District high school, and the Manual Training high school of Brooklyn; and the Curtis high school of the borough of Richmond. The mere creation of this complex organization shows the interest evoked by debating.

Grove Street School Destroyed.

On the afternoon of Feb. 14, a few minutes after four o'clock, fire was discovered in public school No. 3, at the corner of Hudson and Grove streets, Manhattan. Andrew H. Scoble, a tenement house inspector, who first discovered the blaze, fell on the icy pavement and broke his right arm in his haste to get to the fire alarm box. Notwithstanding this, however, he managed to get to the box and turn in the alarm.

In the meantime, the janitor had smelled the smoke, and fearing something was wrong, rang all the school gongs. The nineteen hundred children who attend the school had left it an hour before, but Miss Egbert, the principal's clerk, was doing some writing in her room on the third floor, and twenty little girls were also on the third floor engaged in after-hours work. Miss Egbert and a teacher who was with her were turned back from the staircase by the thick smoke, but made their way without difficulty down the fire-escape.

The little girls, who were in a different part of the third floor, also found their way barred at another stairway and became very much frightened. Fortunately, Charles Hutchinson, an assistant janitor, was in an adjoining room and heard the frantic patter of many pairs of feet running hither and thither. He found the children, and picking the two smallest up in his arms, he led the others to an annex in the rear and so down to the first floor. Here all the doors were found locked, but Mr. Hutchinson opened a window and thru it placed his young charges in safety. There were some narrow escapes on the part of several of the cleaning force, particularly of Mrs. Mary Leach, who was only rescued by a nearby shopkeeper procuring for her a long ladder.

By the time the fire engines arrived two sides of the building were a mass of flames, and it took an hour's work, hampered as the firemen were by the intense cold, before the conflagration was gotten under control. The building was completely ruined.

School No. 3 occupied the site of the first public school built in New York. This was erected in 1811 at a cost of eleven hundred dollars. It was shown to the Marquis de Lafayette as a model school building when the marquis visited the United States in 1825. The building just destroyed was erected in 1860, and was also considered at that time a model structure.

Superintendent Maxwell announced immediately after the fire that public school No. 111, at 33 Vestry street, which was abandoned just a year ago as too antiquated for school purposes, would be reopened and could accommodate seven or eight hundred pupils. This building is only a short distance from the burned school. The rest of the pupils were distributed among the other schools of the neighborhood, many of them being compelled, however, to go on half time.

The morning after the fire, Mr. C. B. J. Snyder, the architect of the board of education, began to draw plans for a new building to occupy the site of the one destroyed.

TO REPLACE GROVE STREET SCHOOL.

The executive committee of the board of education on Feb. 15 decided to erect a modern fire proof building, capable of seating 2,500 children, on the site of the

Grove street school, destroyed by fire the previous day.

The fact that the board of estimate on Feb. 9 made available the appropriation asked for by the board of education on Feb. 8, enabled the educational authorities to proceed without delay. Commissioner Adams called on the mayor after the meeting of the executive committee, to express appreciation of the promptness with which the request of the school officials had been met.

The building committee of the board has arranged to repair old school No. 111, on Vestry street, now used as a storehouse, but most of the children of the burnt building will be sent to No. 107, on West Tenth street, and to the annex of No. 3, on Bedford street.

Mayor McClellan said the day after the fire that he would communicate with Superintendent Snyder of the building bureau of the department of education, in regard to the immediate investigation of all the old school buildings, altho, the mayor explained, he saw no reason for a "scare," as the fire drill had been proved by experience to be more rapid than the flames.

About two hundred out of the five hundred school buildings now in use in the city are fire-proof. As Commissioner Adams said, the available money of the board of education has had to be used in erecting new buildings to keep pace with the increasing school population, and there has been no funds for the renovation of the old schools.

New Committees of Board.

President Tift of the board of education has announced the committees of the board for the new term. There are many changes.

Commissioner Frederic W. Jackson is the new chairman of the committee on finance, and all the other members of the committee are new to it also. Commissioner Richard H. Adams continues as chairman of the committee on buildings, with four out of his nine colleagues changed. Commissioner Samuel M. Dix is still the head of the committee on supplies, but two of its former members have been transferred. In the committee on by-laws and legislation, Commissioner Robert L. Harrison remains as chairman, but in this committee two members are transferred likewise. Four of the nine members of the committee on sites are new committeemen, Commissioner William Harkness retaining his place as chairman, however. Two new faces will be seen on the committee on elementary schools, where Commissioner Frank D. Wilsey remains as chairman.

As chairman of the committee on high schools, Commissioner M. Dwight Collier will succeed Commissioner Frank L. Babbott, formerly vice-president of the board. Seven of the nine members of this committee have never served on it previously. This is true of five out of the seven members of the committee on special schools, over which Commissioner Felix M. Warburg continues to preside. The committee on studies and text-books has experienced a clean sweep, every member being changed. The new chairman is Commissioner John Greene. In the chairmanship of the committee on lectures and libraries, Commissioner William Lummis succeeds General Geo. W. Wingate.

The committee on the Nautical school now has Commissioner Richard B. Aldcroft, Jr., as chairman, instead of Commissioner James Weir, Jr., and four out of the seven members are strangers also. The same number of changes has also been made in the committee on the Normal college. Commissioner Man is chairman.

Hitherto it has been the unbroken custom for commissioners to be re-appointed

year after year to the committees to which they were first assigned, unless they themselves requested to be transferred.

Mr. Tift's Report Criticised.

The New York Association for Improving the Condition of the Poor undertook some time ago to see if it would be possible, by economies in other directions, to preserve the evening and vacation schools, the recreation centers, and the popular lectures, which the board of education had announced that it might be forced to abandon, owing to an insufficiency of appropriations by the board of estimate. A committee, consisting of Frederick G. Cleveland, professor of finance at New York university, William R. Patterson, professor of statistics in the University of Iowa, and Frank Tucker, vice-president of the Provident Loan association, was retained by the society to examine the official reports of the city superintendent of schools and of the president of the board of education.

This committee of expert accountants has made its report. Concerning the report made to the mayor by the president of the board, the experts say: "The fifth annual report of the department of education would seem to possess few features measuring up to any acceptable standard, either for the guidance of officers or for the information of the public. In the whole 421 pages of printed matter there does not seem to be any attempt to lay before the officers of the department itself or before the general officers and administrative agents of the city, such a digest of information as will give to them the data necessary for the exercise of sound discretion in the performance of their duty and for the protection of the general welfare; nor does it bring to the public such record of service rendered by public officials and such summaries as will inform them of the doings of those agents into whose hands the educational affairs have been placed."

The financial report is found to be exceedingly defective. Little or no information, say the expert committee, can be obtained as to relations of administrative economy. To illustrate, as all the expenses of the board of education must be paid by warrant, the records in the city comptroller's office and the reports of the board should agree. As a matter of fact, say Professor Cleveland and his associates, there is scarcely an item in the financial summary which is the same in the records as in the reports.

The balance of appropriations remaining unexpended is said by the board of education to be \$380,109.49; according to the report of Comptroller Grout, bearing the same date, the board should have a balance of \$1,531,947.78.

The committee reports also that in the department of supplies "no classified and systematized result is given which will bring the supplies into comparative relation, or which will exhibit to the public official fidelity."

President Tift, on Feb. 15, appointed a committee of five from among the members of the board, to consider this report made to the Society for Improving the Condition of the Poor. The committee consists of himself and Commissioners Dix, Renwick, Jackson, and Warburg, Commissioner Dix being chairman.

Alfred Bailey, M. D., Fall River, Mass., in a letter of recent date writes: I have had splendid results from five-grain antikamnia tablets in rheumatic gout, as well as la grippe. Antikamnia tablets offer a most convenient remedy for all nerve pain, particularly neuralgia and headaches, two tablets being the adult dose.—Massachusetts Medical Journal.

Educational New England.

Acting on a recommendation made by Superintendent Hervey in his annual report, the school authorities in Malden, Mass., have issued an announcement that the cost of the dresses to be worn at graduation must not exceed ten dollars. The order is said not to have been received with unanimous approval by the young ladies in the high school's graduating class.

Dr. Ashbel P. Grinnell, who for over twenty years was dean of the medical college of the University of Vermont, was awarded \$10,000 damages in the supreme court of New York on Feb. 17. Four years ago Dr. Grinnell and Mrs. Grinnell, as they were about to take a train at the Grand Central station, were arrested by a detective, on the ground that Dr. Grinnell was a certain notorious "bunco man." Despite the dean's assertions that it was a case of mistaken identity, he and his wife were taken to police headquarters and photographed.

The faculty of the University of Vermont has decided to abolish the set of rules regulating the attendance of students at lectures and recitations, and to put in force at the beginning of this second half year, provisionally, the system of leaving the matter of attendance to the honor of the student.

School congestion, due to the large increase in the number of children of school age, seems to be a phenomenon not confined to New York. Smaller cities are affected by it also. The report of Superintendent Beede, of New Haven, Conn., shows that during the last year there has been an increase in the public schools under his direction of 871 pupils. The importance of this gain will be realized when it is stated that no previous annual gain for the past eighteen years has been more than five or six hundred. The total New Haven registration is now 19,919.

The city is planning to erect a large school building which will obviate the present necessity of renting stores and using the basements of the existing schools.

The entire senior class at the Massachusetts Agricultural college has decided to leave the college and return home.

The class has come to this decision because the faculty recently suspended three seniors for disorderly conduct at the Rev. Dr. Walker's lecture. The other seniors declared that they were all equally guilty, and that the whole class should have been suspended or none. They therefore would return home as a protest against what they consider the faculty's unjust discrimination.

For the second time this year the Harvard Yard has suffered from a serious fire. On the afternoon of Feb. 15 a blaze was discovered in the north entry of Thayer hall, and before it could be extinguished, great damage was done to that entry. The rooms on the first floor were entirely destroyed, and those on the upper stories were greatly injured by smoke and water. The three entries of Thayer hall are separated by double fire walls of great thickness, and therefore the other entries were never in any danger, but the damage done to the building is in the neighborhood of \$7,000, while the forty-two men living in the north entry lost everything they had in their rooms. Their loss will be large. A dozen or more students were in their apartments at the time, and found the stairway a furnace. They reached the ground easily, however, by way of the fire-escapes.

Thayer hall was the gift of Mr. Nathaniel Thayer, and was erected in 1870. It is one of the largest dormitories at Harvard, and is at the northeast corner of the Old Yard, between University and Holworthy halls. Its rear windows face Appleton chapel and the Fogg Museum of Art.

The subject for the Harvard-Princeton intercollegiate debate which will be held in Alexander hall, Princeton university, on March 23, has been selected. It is, "Resolved, That the free elective system is the best available plan for the undergraduate course of study, it being understood: First—the free elective system is one based on the principle that each student should select for himself all his studies thruout his college course. Second—The free elective system, thus defined, exists even when a minor part of the studies of the freshman year is prescribed."

This is the first time that any debate in the Harvard-Yale-Princeton triangular debating league has been on any subject other than a political one. Princeton selected the subject this year, and Harvard will have its choice of sides.

Festina Lente.

In an address before the Religious Education association at Boston on Feb. 16, President Faunce, of Brown university, declared that it was the general conviction of college teachers that, while the freshmen of to-day knew more than their fathers knew at the same age, they were inferior to their fathers in logical strength, in power of concentration, and in the faculty of sustained thought.

"The haste to be wise may be as fatal as the haste to be rich. Teachers and leaders are everywhere declining to join in the demand for immediate results, and are seeking a permanent deposit in the character and life of the pupil.

"In the last thirty years our colleges have swung away from the ideal of their founders, and have come under the influence of the German university. Our college faculties are now discussing whether they have gone too far in adopting a German university attitude with the youngest of college boys."

Helen Keller's Teacher Engaged.

The engagement is announced of Miss Anne Mansfield Sullivan and Mr. John Albert Macy, an instructor at Harvard college and miscellany editor of *The Youth's Companion*. Much more than the ordinary interest attaches to this announcement, as Miss Sullivan has accomplished one of the wonderful achievements of modern times, having been for the last twenty years the teacher and constant companion of Miss Helen Keller.

Miss Sullivan was left an orphan at an early age, and while still a mere child she was attacked by a grave disease which threatened to destroy her sight. Her relatives were in straightened circumstances and there seemed little hope of doing anything for the child, when a kind priest discovered her condition, and placed her in the Perkins Institution for the Blind in Boston.

This occurred in 1880. At the Perkins

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institute at that time was Laura Dewey Bridgeman, and until Miss Bridgeman's death in 1889, Miss Sullivan came in close contact with her. She took the full course at the institution, and was graduated as a teacher in 1887. An operation performed about this time largely restored her sight, altho she sees but dimly.

Just about the time of Miss Sullivan's graduation Mr. and Mrs. Keller applied to the Perkins institution for a teacher for their little girl who, deprived of sight, hearing, and speech, is now famous over all the world as having become, notwithstanding such apparently insurmountable obstacles, a woman of learning and culture. Miss Sullivan was sent to the Keller family as the teacher, and her training of the child so heavily oppressed has formed ever since her life work.

Last June Miss Keller was graduated from Radcliffe college, and Miss Sullivan, who until then had been her inseparable associate, retired to a picturesque homestead at Wrentham, which a year before she had been able to buy thru the generosity of wealthy friends of herself and her extraordinary pupil, who felt it a delightful privilege to be able by raising a fund, to assure to both of them support for the future.

Mr. Macy is twenty-eight years old, a native of Detroit, and prepared for college at the Medford high school. He was graduated with honor from Harvard in 1899. While an undergraduate he was an editor of *The Lampoon*, and an editor-in-chief of *The Advocate*. After his graduation Mr. Macy continued his studies, and received the degree of A.M. in 1900. Since that time he has been an instructor in the department of English of the college.

Obituary.

William C. Prime, professor of the history of art in Princeton university, and a lawyer of New York, died on Feb. 14, at his home, No. 38 East Twenty-third street, one of the very few residences remaining on that street between Broadway and Third avenue. He was eighty years of age and had lived in this house for fifty years.

Mr. Prime was born at Cambridge, N. Y., was a graduate of Princeton university, class of 1843, and was admitted to the New York bar in 1846. From 1861 to 1869 he was editor of the *Journal of Commerce*, and afterwards became part owner of that paper. Since 1884 he has been professor of art at Princeton, and for several years past he has been first vice-president of the Metropolitan Museum of Art. His collection of wood engravings was considered a remarkably fine one.

Mr. Prime was the manager of General McClellan's campaign for the presidency in 1864, and, after the general's death, was the guardian of his son, now mayor of New York. His Honor, out of respect to Mr. Prime's memory, has canceled all his social engagements until the middle of March.

Alpheus Spring Packard, since 1878 professor of zoology and geology in Brown university, died at Providence on Feb. 14 of blood poisoning, resulting from the extraction of a tooth.

Professor Packard was born in Brunswick, Me., in 1839, and was graduated from Bowdoin college in 1861. He was also a graduate of the Maine Medical school, and of the Lawrence Scientific school of Harvard university, having studied under Agassiz. Professor Pack-

Teachers' Agencies

SOMETHING for nothing is the craving of many people, and continual temptations are being held out to them. Just now a good many teachers' agencies are being started, and the managers, having no candidates to offer, have to resort to all sorts of inducements to get them. Commonest of all is free registration. "Don't pay two dollars for registration," they urge. "We will register you for nothing." Many teachers who recognize the worthlessness of the offer yet accept it because it costs nothing, they think. They are likely to find that it costs a good deal. Last season thirteen **FOR** and only through our recommendation, had of our candidates who obtained their places through us **FOR** to pay duplicate commissions to irresponsible agencies which had got them enrolled and notified them of the vacancies while negotiations were going on unbeknownst to them. For instance in May, 1904, Snr't Gorton of Yonkers came to our office to meet a dozen grade teachers whom we had recommended. Incidentally he said: "We may need a man for biology in the high school. Recommend a man and I will look him up, but don't say anything to him." We recommended W. L. Estabrooke of Kingston. In August he was asked to come to Yonkers and was appointed, but did not know till long after that he had got his place through us. Had he registered in a new agency because it didn't cost anything, and had nosed around and discovered or guessed and notified him of the place, it would have cost him \$65, all for **NOTHING**

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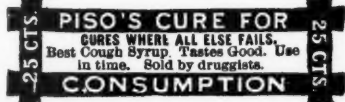
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Excursion tickets, including round-trip railway transportation and Pullman accommodations (one berth), and meals en route on the special train going, will be sold at the following rates: New York, \$50.00; Trenton, \$49.00; Philadelphia, Harrisburg, Baltimore, and Washington, \$48.00; Pittsburg, \$53.00; and at proportionate rates from other points.

Tickets will be good returning on regular trains until May 31.

For tickets, itineraries, and other information apply to ticket agents, or to George W. Boyd, general passenger agent, Broad street station, Philadelphia.

Reduced Rates to New Orleans, Mobile and Pensacola.

Via Pennsylvania Railroad, Account Mardi Gras.

On account of the Mardi Gras festivities at New Orleans, Mobile, and Pensacola, March 2 to 7, the Pennsylvania company will sell round-trip tickets to either of these places from all stations on its lines, March 1 to 6, at reduced rates. These tickets will be good for return passage until March 11, inclusive, on date of validation by agent of terminal line at Mobile or Pensacola, or joint agent at New Orleans. If tickets are deposited with agent at either of the above points not later than March 11, and fee of 50 cents is paid, an extension of return limit to March 25 may be obtained. For specific rates, routes, and stop-over privileges at southern winter resorts consult ticket agents.

(Continued from page 221.)

ard was the author of a large number of valuable scientific books and monographs, had held many high scientific offices. He belonged to a great variety of learned societies, both in the United States and Europe. For twenty years he was editor-in-chief of the *American Naturalist*.

The will of the late Charles H. Hackley, of Muskegan, Mich., who died early in this month, was made public on the fifteenth. Mr. Hackley left \$250,000 to the Hackley manual training school of Muskegan. This, with the \$360,000 given by the philanthropist during his lifetime, provides the school with a total endowment of \$610,000.

Over a million dollars is also given by the will to various hospitals, libraries, etc., of Muskegan, and it is provided that half of Mrs. Hackley's share of the estate, estimated to be several millions of dollars, shall, at her decease, go to certain specified public institutions.

Literary Notes.

The Century Company will bring out in March a new novel by Dr. S. Weir Mitchell, author of "Hugh Wynne" and of other valuable works. This latest book from Dr. Mitchell's pen will be named "Constance Trescott."

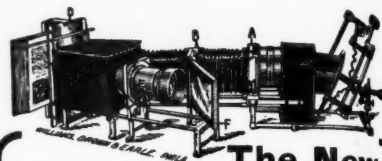
Hon. Justin McCarthy, M. P., is the editor-in-chief of a forthcoming publication by John D. Morris & Company, of Philadelphia, to be called "Irish Literature." Associated with Mr. McCarthy are Dr. Douglas Hyde, Lady Gregory, Mr. J. J. Roche, and Prof. Maurice F. Egan.

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Via Pennsylvania Railroad, Account Inauguration of President Roosevelt.

On account of the inauguration of President Roosevelt on March 4, the Pennsylvania Railroad Company will sell round trip tickets to Washington March 2, 3, and 4, good for return passage until March 8, inclusive, from New York, Philadelphia, Pottsville, Wilkesbarre, Wilmington, Oxford, Pa., Lancaster, Harrisburg, and intermediate stations; from all stations on the Delaware division, and from all stations in the State of New Jersey, at rate of single fare for the round trip, plus 25 cents. Deposit of ticket with joint agent in Washington on or before March 8 and payment of fee of \$1.00 will secure extension of return limit to leave Washington on or before March 18. For specific rates and full information apply to ticket agents.



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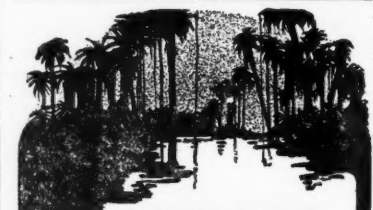
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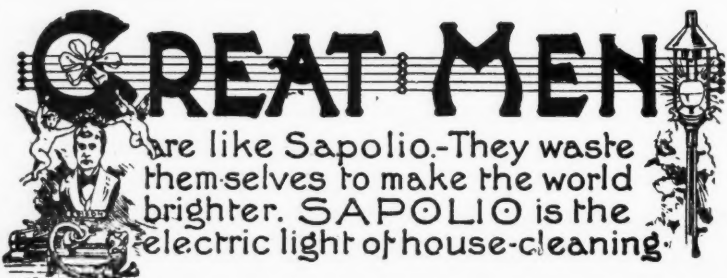
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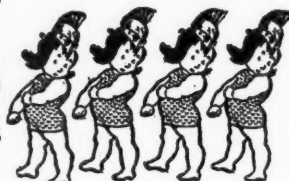
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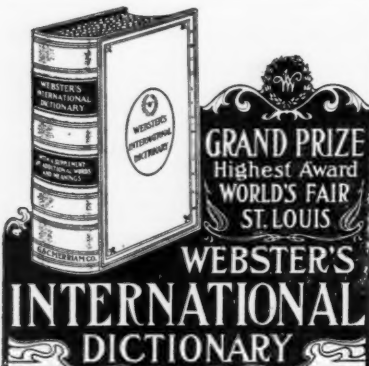
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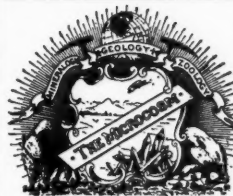
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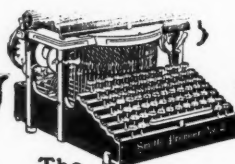
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